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ABSTRACT

This manual was developed for use in a 17-session family literacy program for incarcerated fathers and their children. The activities in the first eight sessions, which are designed to be completed before the children's first visit, are based on a mix of children's literature and reading materials dealing with child development and parenting. In session 9, the fathers are asked to write about their children's first visit and to complete activities dealing with reflective listening and communicating with children. Among the topics covered in the remaining sessions are the following: learning styles, newspaper reading, low-cost gifts for children, empowerment, reading to children, family communication, dealing with children's problems, problem solving, consequences, and natural and logical consequences. Each section includes some or all of the following: session objectives, session activities, lists of materials needed and recommended books, instructional handouts, worksheets, and discussion questions. Appended are instructions for various games, recipes, songs, and arts and crafts projects to be completed during the individual sessions and a sample report card. A 55-item bibliography of reading and literature texts and other literature used during the course is attached. Also included is a copy of the grant questionnaire completed by the project director for the 1992-93 project year. (MN)

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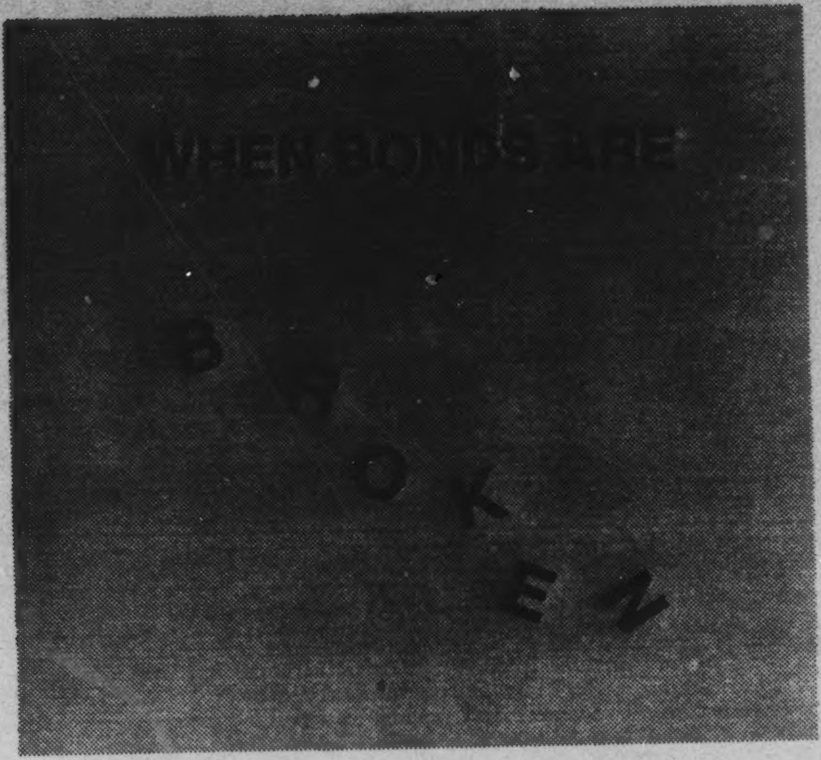

FAMILY LITERACY FOR INCARCERATED FATHERS AND THEIR CHILDREN

YEAR TWO

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Many others have encouraged and supported our efforts in the creation and execution of this grant and the curriculum. Most of all, we want to thank the male residents of Northampton County Prison who planted the seeds for initiating these efforts. Their efforts, their struggle to heal the bonds, and their successes have been a joy and inspiration to us.

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Instructional Texts and Literature List

WHEN BONDS ARE BROKEN

SESSION 1

OBJECTIVES:

1. To facilitate change of attitudes about education, parenting, and values.
2. To encourage student participation and to build trust.
3. To present a model for writing a story.

ACTIVITIES:

1. Introduce the course and the teachers.
    - A. Family Literacy will include reading children's stories.
    - B. Homework will be required.
    - C. Children will come for three visits during the nine weeks.
2. Encourage students to speculate on how they think children in America learned when the country was first founded (1800's).
    - A. Make Time Line of education as questions are discussed.
      After the Civil War, women were teachers in the schools.
      Discuss one room school houses, apprenticeships, governesses, tutors, low pay, qualifications of teachers.
    - B. Who taught the boys?
      Who taught the girls?
3. Compare early readers with modern readers.
    - A. Pass out oldest readers that can be found.
    - B. Show copyright date.
    - C. Ask students to discuss men, women and children's dress, roles, racial orientation.
    - D. Point out that most stories have a lesson.
    - E. Ask students to discuss the colors used in the pictures and why they think those colors were used
    - F. Pass out readers from the 1960's. Share briefly the Civil Rights movement of the 1950's.
    - G. Repeat B, C, D, E.
    - H. Pass out newest readers and repeat B, C, D, E.
4. Introduce the fable.
    - A. Discuss how the earliest stories were oral and passed down from generation to generation.
    - B. Provide some background on Aseop. (Aesop's Fables are stories about talking animals given human qualities told to point up human faults and virtues. Aesop lived about 620 -560 BC. How many years ago is that? He was believed to be a Greek slave and a great storyteller. Some say because of his clever stories and his wisdom he was released from bondage by his master. His stories have a moral.)
    - C. Read a fable asking participants to listen for the moral or lesson.

ACTIVITIES continued:

5. Write a group story of insights into today's class on the easel paper or chalk board.
6. Each student is to copy the story and put it in his notebook on book response form provided.
7. Assign homework of reading a children's book and write the moral or lesson presented in that piece of literature (Fables and children's classics will be displayed for choosing.)

MATERIALS NEEDED:

Loose leaf notebooks for each participant

Book response form

RECOMMENDED BOOKS:

Aesop's Fables
Puerto Rican Folk Tales
Little Red Riding Hood
Little Red Hen
The Ugly Duckling
Peter Rabbit
The Little Engine That Could
Fables by Arnold Lobel
Follow The Drinking Gourd by F. M. Munjo

Basal Readers copyrighted before the 1960's
Basal Readers copyrighted from the 1960's
Basal Readers copyrighted from the 1990's

WHEN BONDS ARE BROKEN

EDUCATION TIME LINE

1800	1850	1870
Farms Boys - Apprenticeships Girls - With Mothers Fathers and Mothers taught children	One room school houses Male teachers Boys went to school Thrashings common	Female teachers Some girls went to school No school during farm season

1900	1940	1950
Kindergartens begin Kindergartens not accepted in all states Low salaries for teachers Black men vote - 1900 Women vote - 1920	WW II Men to war Women to work More child care needed	GI Bill Men to college Salaries for teachers begin to rise

1960	1980	
Civil Rights Women's Rights Male teachers Men teach high school Salaries rise	Men in elementary education Salaries can support a family	

WHEN BONDS ARE BROKEN

BOOK RESPONSE FORM

Name ______________________ Date ____________

Title of Book ______________________

Author of Book ______________________

Copyright Date ______________________

What was this book about?

____

____

____

____

____

Did this book have a lesson or moral? What do you think is the lesson or moral?

____

____

____

____

____

Why do you think this story has "lived" for many years?

____

____

____

____

____

SESSION 2

OBJECTIVES:

1. To continue to foster the beginnings of changing attitudes towards education, values and parenting.
2. To realize that as society and education change, father's roles have changed.
3. To recognize that some stories have been passed down through the generations.
4. To write their own family story.
5. To present graphing skills.
6. To continue presentation of children's literature.

ACTIVITIES:

1. Review timeline of educational changes.
2. Group Discussion: How have father's changed? Create fathering time line during discussion. Participants will create their own fathering timeline facilitating awareness of how they have changed from their fathers and grandfathers.
3. Read Mary Had A Little Lamb (Scholastic 1990)
   - A. The McGuffy version is in the back of the book. Read McGuffy version first and ask about the lesson or moral.
   - B. Discuss why this version could not have been written before 1960. (Black girl in pants, photographs, man teacher, etc.)
   - C. Sing Mary Had A Little Lamb. Beginning with second verse make up with men's names. (Ex. 'Carlos had a baby boy...he read to every day.')
4. Create group graph with the following information:
   - A. How far did your parents go in school?
   - B. How far did you go in school?
   - C. How far do you want your children to go in school?
5. Create individual graphs with the same questions.
6. In small groups review homework and the individual's reactions as to why he thinks the story has 'lived'.
7. Read Paul Bunyan by Steven Kellogg. Talk about tall tales that explain events. Our country has "tall tales" about itself. Some families make up "tall tales."
8. In small groups, students will volunteer to read a "remembering story" and facilitate oral discussion of how one's family was the same or different from the story.
9. Individually students will write their own "remembering story". This can be a true story or a "tall tale". This story may need to be dictated by some participants.
   - Our experience has indicated that this "remembering" can be an emotional experience for some of the participants.

ACTIVITIES continued:

10. Home work assignment: Participants are asked to watch a TV show about a family. Compare their family with the family presented on TV.

MATERIALS NEEDED:

Loose leaf notebooks

Fathering Time Line

Family Education Graph

TV Family homework questions

RECOMMENDED BOOKS:

Mary Had A Little Lamb. Scholastic 1990

Paul Bunyan by Steven Kellogg

Remembering Book 1

Remembering Book 2

WHEN BONDS ARE BROKEN

FATHERING TIME LINE

1800 to 1900	1900	1930
Worked in fields Worked with sons Little leisure time	Worked at trades, mining Worked 12 hour days-6 day weeks Little leisure time	Unions established •Work day shortened More leisure time Men at home more time Fathers have passive role in child care

Mothers were primary caretakers
Children worked at age 8 to 10 years

1940	1960	1990
WW II - Father's at war Mothers to work Day care for some children Mothers get child custody	Shorter work week More leisure Women begin to be educated and want to work Fathers begin to do "housework"	Fathers get child custody, go to parent - teacher conferences Take active role with children and "housework"

WHEN BONDS ARE BROKEN

FAMILY EDUCATION GRAPH

for

____

Grandfather's Highest Grade ____

Father's Highest Grade ____

My Highest Grade ____

My Child's Highest Grade

Name______________________ ____
Name______________________ ____
Name______________________ ____

My Child's Future

Name______________________ ____
Name______________________ ____
Name______________________ ____

	Grandfather	Father	Me	My Child Now	My Child in the Future
Graduate School					
College					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
K					

WHEN BONDS ARE BROKEN

FAMILY TELEVISION PROGRAM REPORT FORM

Name ______________________________ Date ______________

Name of Family TV Program ______________________________

1. How is this family like your family?

____

____

____

2. How is the TV family different from your family?

____

____

____

3. In what ways do you act like the father?

____

____

____

4. Do your children act the same or differently from the T. V. children?

____

____

____

5. Do you think this show tells about REAL families?

____

____

____

6. If you could have your child raised any way you liked, how would you raise him / her?

____

____

____

____

SESSION 3

OBJECTIVES:

1. To provide a basic knowledge of child development through Piaget.
2. To understand that there are different learning styles.
3. To understand self through own learning styles.
4. To become aware of the differences in their children's learning styles.
5. To communicate in writing with children at home.

ACTIVITIES:

1. Turn in homework. (Instructors will write comments and return next session.)

2 Review: In our first session we looked at a timeline of social changes especially in education as reflected in reading books for children. We continued in our second meeting by looking at the changing role of men and fathers over the years. After reading some stories that have lived, stories that have been read for generations, we learned that family stories, too, can live by being passed down from generation to generation. Some things stay the same, but many things change and reflections of these changes are seen in reading books for children.

3 Today we are going to talk about how book content reflects child development, and we're going to write about how babies learn.

4. The first book is called Pat the Bunny.

5. Instructor reads the book and facilitates the discussion with the following questions:

Q.	What age group is this book written for?
A.	From birth to about age 3 and older children love it too.
Q.	What is the child learning from this book?
A.	How things feel, look and smell.
Q.	What does the child do to find out that the bunny is soft?
A.	The child reaches with her hand and touches the fur.
Q.	What does the child do to find out that the flowers smell good?
A.	The child sniffs---smells.
Q.	So, what are two ways a small child learns?
A.	By touching and smelling, and by doing.

6 This leads us to our next book, My 5 Senses.

7. Instructor reads the book and facilitates the discussion with the following questions:

Q.	What are the five senses?
A..	Senses of touch, taste, sight, hearing, smell.
Q.	Why are our senses important?
A.	Through our senses we learn about our surroundings.

ACTIVITIES continued:

7. Continued:

Q. What do you do when you use your senses?
A. Touch - Put your hand out to touch
Taste - Put something in your mouth
Sight - Look with your eyes
Hearing - Listen with your ears
Smell - Sniff with your nose

Q. Have your babies ever put things in their mouths?

Q. Do your babies touch things?

Q. Have you noticed your baby looking hard at something?

Q. Why do babies do these things?
A. They do them to learn.

8. As the fathers hand in their papers give each participant the following handout:

> If you said that babies learn by using their five senses and by doing things, you have the same ideas as Jean Piaget, a famous psychologist from Switzerland. His theories of child development are important in today's world. Good for you!
>
> Piaget believed children learn from their experiences (patting the bunny, smelling the flowers) and from their background. From birth to about age 3 children learn through their senses and through doing things. They watch their parents, they listen to people's voices, they touch things, they put things in their mouths, they sniff, they imitate. They learn many things from their surroundings. Piaget called this Sensory - Motor Development.

When everyone has finished, have a father read the above handout aloud for the group.

9. Sing Rock - A - Bye Baby.

10. Now we are going to shift gears. Young children learn through their senses. How do other people learn?

Reading - Sight

Listening - Hearing

Manipulating - Touching

Watching - Sight

Doing projects - Touching, experience

Writing - Touching

Talking - Sound

In other words, we continue using our senses to learn. When we learn we take in information, we store information in our memory and we retrieve information by remembering.

Not everyone learns best in the same way. If I want to learn and remember something, I have to ... ...(give your personal example).

10. continued:

Learning Styles are how you best learn something. But we all learn differently. According to Piaget babies learn through their senses and by doing. However, do all babies learn well in the same way? How about a little deaf baby? Does the deaf baby learn? Yes, but the deaf child would learn differently than the hearing child.

Do all children speak well at the same age? No. But do most children learn to speak eventually? Yes.

Do all people read? No.

But, do all people learn? Yes, usually.

11. Instruction and discussion of personal learning styles.

Learning styles are about how you best learn. It's important for you to know your best learning styles, because they give you clues as to how you best can learn something. For example, you want to learn all about Musikfest (or some other event). You know your best learning style is listening. You know how to read, but you don't really learn well from just reading. You learn well from listening. You really remember when you hear things. So, you read the Musikfest brochure into a tape recorder and then you listen over and over and over, and...you learn and remember.

We have a learning styles survey for you to do today that will show you what your best learning styles are. (Instructor explains the directions holding up an example of the survey. There are six groups of sentences in the inventory, with five statements in each group. If the statement describes you put a check by it. If the statement does not describe you, leave it blank. If you wonder, go by your first reaction. It's usually right. Add up the marks for each group and put the number in the total line. We will discuss these when you finish. (After they have completed and totaled their scores for each section, suggest that a score of three or more in any section indicates a preferred learning style. Individual students may wish to seek more information. Afford this opportunity.)

12. Do learning style inventory from Help Yourself. How to take advantage of your learning styles on pages 14 and 15.

13. Discuss implications for their children.

What is their child's best learning style?

How could this help you with your child?
With homework.
To encourage child to use their best styles to learn.

14. Instructor reads Leo, the Late Bloomer. Fathers are asked to listen and think about why this book was chosen to read now?

15. Follow up with 'Leo questions':

A. How does Leo fit into today's lesson?
B. What is your reaction to Leo?
C. Was something wrong with Leo?
D. What did you think of the father?
E. What did you think of the mother?
F. How did Leo feel at the end?
G. Had Leo himself been worried? He said "I made it!"
H. Have you known any late bloomers?
I. What learning styles are shown in the book?

Leo could be a child any place. He could be one of your children.

J. Would you be as patient as Leo's father?

ACTIVITIES continued:

16. "We'll read it once more and picture yourself as the father. We will use the skill of visualizing. I will pause as I read and you think silently about what you would say to Leo if he were your child."

17. Review "Education Graph" completed in previous class. On board or easel have a graph drawn with the averages obtained from the individual student graphs. (Usually the men's hopes for their children's education go through college.) Questions to facilitate review:

    A. How are you, as fathers, going to help bring about your children's continued interest in education?

       Suggest that communication is critical... that when you communicate with someone the underlying message is that you think they are important. Communicating with our children is important and it will make a difference in our children's lives.

    B. Brainstorm: How can you communicate with your children from prison? What are some of the things you can say to your children if you call them on the phone, write them a letter, etc. (Usually get touching, interesting responses.)

18. Write a brief letter to their children.

19. Present each father with a copy of Why Does Baby Cry? and assign homework:

    A. Read pages 1 - 9.

    B. Think about the questions on page 10.

    C. On paper write answers for questions 1, 2, 3, and 4 on pages 11 and 12.

    D. Write answers for the unnumbered questions on page 12.

20. In small groups, read aloud and discuss the senses used in each of the short articles in When Baby Is New:

    A. "The Baby Yells"
    B. "A Baby Is Not Bad"
    C. "Thanks for the Baby"
    D. "Children Are a Gift of Love"
    E. "A Baby Is Afraid of Falling"

MATERIALS NEEDED:

Loose leaf notebooks

Question sheets for:
  Pat the Bunny
  My 5 Senses
  Leo, The Late Bloomer

Answer sheet for Learning Styles Inventory

Piaget Summary

Family Education Graph

Stationary, envelopes for writing letters

RECOMMENDED BOOKS:

Pat The Bunny

My 5 Senses

Leo, The Late Bloomer

Help Yourself - How to take advantage of your learning styles (Classroom set)

Why Does Baby Cry? (Copy for each father)

When Baby Is New (Classroom set)

Pat The Bunny

Q. What age group is this book written for?

Q. What is the child learning from this book?

Q. What does the child do to find out that the bunny is soft?

Q. What does the child do to find out that the flowers smell good?

Q. So, what are two ways a small child learns?

My 5 Senses Worksheet

My 5 Senses

Q. What are the five senses?

Q. Why are our senses important?

Q. What do you do when you use your senses?

Q. Have your babies ever put things in their mouths?

Q. Do your babies touch things?

Q. Have you noticed your baby looking hard at something?

Q. Why do babies do these things?

Q. How do babies learn?

Piaget's Sensory - Motor Development

If you said that babies learn by using their five senses and by doing things, you have the same ideas as Jean Piaget, a famous psychologist from Switzerland. His theories of child development are important in today's world. Good for you!

Piaget believed children learn from their experiences (patting the bunny, smelling the flowers) and from their background. From birth to about age 3 children learn through their senses and through doing things. They watch their parents, they listen to people's voices, they touch things, they put things in their mouths, they sniff, they imitate. They learn many things from their surroundings.

Piaget called this Sensory - Motor Development.

Leo, The Late Bloomer

Questions for oral discussion:

A. How does Leo fit into today's lesson?

B. What is your reaction to Leo?

C. Was something wrong with Leo?

D. What did you think of the father?

E. What did you think of the mother?

F. Had Leo himself been worried? He said "I made it!"

G. How did Leo feel at the end?

H. Have you known any late bloomers?

I. What learning styles are shown in the book?

WHEN BONDS ARE BROKEN

Learning Styles Inventory Worksheet

Answer sheet for Learning Styles Inventory:

Group 1 _____ Total number of check marks---Preferred learning style ____________________

1. _____
2. _____
3. _____
4. _____
5. _____

Group 2 _____ Total number of check marks---Preferred learning style ____________________

1. _____
2. _____
3. _____
4. _____
5. _____

Group 3 _____ Total number of check marks---Preferred learning style ____________________

1. _____
2. _____
3. _____
4. _____
5. _____

Group 4 _____ Total number of check marks---Preferred learning style ____________________

1. _____
2. _____
3. _____
4. _____
5. _____

Group 5 _____ Total number of check marks---Preferred learning style ____________________

1. _____
2. _____
3. _____
4. _____
5. _____

Group 6 _____ Total number of check marks---Preferred learning style ____________________

1. _____
2. _____
3. _____
4. _____
5. _____

My Preferred Learning Styles are: ____

____

WHEN BONDS ARE BROKEN

FAMILY EDUCATION GRAPH

for

____

Grandfather's Highest Grade ____

Father's Highest Grade ____

My Highest Grade ____

My Child's Highest Grade

Name______________________ ____
Name______________________ ____
Name______________________ ____

My Child's Future

Name______________________ ____
Name______________________ ____
Name______________________ ____

	Grandfather	Father	Me	My Child Now	My Child in the Future
Graduate School					
College					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
K					

SESSION 4

OBJECTIVES:

1. To provide a basic knowledge of child development through Piaget.
2. To understand that there are different ways to communicate.
3. To understand the technique called "reflective listening".
4. To demonstrate the understanding of "reflective listening" by identifying same in a children's book.

ACTIVITIES:

1. Facilitate group discussion on how children change.

   A. Do children stay the same?

   B. How do they change?

   C. Children's books change as the child grows.
   (Show a variety of children's books with pictures. Include alphabet and number books.)

   D. How are these books different from the ones we looked at during the last session?
   (Answers will likely reflect that they can't be smelled, driven, felt, but rely more on pictures and words and letters, etc.)

   E. As children grow they learn to use symbols. "A" is a symbol for some objects. "1" is a symbol for a quantity.

   F. Children begin to get information from others. (Example: Peter's Chair by Ezra Jack Keats) They begin to understand language. Words are symbols for things. You say "dog" to a baby when there is a dog near him. He knows "dog" only when he sees the real dog. As he begins to use language, he knows what a dog is without seeing the dog. He can begin to visualize "dog" and associate the word "dog" with an animal. At first he may call every animal he sees a dog, because he cannot categorize. (i.e. a dog is an animal, a cat is an animal, etc.)

   G. Read Little Engine That Could. Reflect on grownup's knowledge that trains and toys do not talk. Do children think they can? Create an awareness that monsters and objects are real to children and can perform, act, and speak on their own. (Examples: Jack Frost, Sandman, Boogey Man, animals talk, cars know where they are going, etc.)

   H. Sing "I've Been Working on the Railroad".

   I. Pass out Piaget paper. Instructor reads and facilitates discussion.

2. Develop awareness of communication.

   A. Last session we read "A Baby Yells". What are some of the reasons babies cry?

   B. When the answers hit on "telling" you something or communicating, write COMMUNICATION on the board.

   C. Brainstorm for a definition of COMMUNICATION. A variety of answers will be offered, but continue to facilitate responses until one component, Listening, is offered.

   D. Instruct and demonstrate Reflective Listening. This is listening to your child's (or any individual's) feelings and reflecting them back to him or her. Identify meaning of reflective. Compare this technique to a mirror.

ACTIVITIES continued:

2. Continued:

   E. Model non - verbal language actions such as an angry look, a dejected walk and ask the students what the communicated feeling is. Stress that a lot of communication is done without words. Ask for examples from their experience. Reflective Listening techniques merely mirror back the individual's feelings.

   F. Pass out Reflective Listening papers. In large group complete exercise regarding feeling words. Practice a few responses in the large group. Divide into small groups and practice the remaining. Afford an opportunity for reflection of personal experience and accurately "reading" the non-verbal communication.

3. Instructor reads The Terrible Thing That Happened at Our House by Margery Blaine.

   A. Ask participants to listen for what the girl is really saying.

   B. Is anyone listening?

   C. How does she get them to listen?

4. Review and discuss in small groups the TV Family Worksheet from Session 2.

5. In small groups read "Long Hours" in Why Does Baby Cry? pages 14 - 26. Answer orally questions at the end of the chapter.

6. Write letter to child or children about the course.

7. Assign homework:

   A. Write answers to two unnumbered questions at bottom of page 26 in Why Does Baby Cry?

   B. Read in same book, "Who Is That?" on pages 38 to 44.

   C. Answer questions at the end of the chapter.

MATERIALS NEEDED:

Loose leaf notebooks

Piaget Summary

Reflective Listening Worksheet

Homework Sheet

RECOMMENDED BOOKS: *These books will be read.

- Why Does Baby Cry? (Copy for each father)
- The Terrible Thing That Happened At My House by Margery Blaine
- The Little Engine That Could by Wally Piper

Let's Work It Out, Communication II (classroom set)

A variety of books for ages two to seven. Include alphabet and number books. Some suggestions:

Feeling Words Worksheet

Name ______________________________ Date ____________

Feeling Words

These words are general and broad. Try to think of one or two more words that would have slightly different "shades" of meaning for these somewhat general words.

angry ______________ ______________

stupid ______________ ______________

lonely ______________ ______________

mean ______________ ______________

glad ______________ ______________

proud ______________ ______________

discouraged ______________ ______________

WHEN BONDS ARE BROKEN

Reflective Listening Exercise

Name ______________________________ Date __________

Reflective Listening Exercise (Try to answer these problems using this method. Do not solve the problem!)

1. There's nothing to do. All the kids say I'm to little to play basketball with them.

   The Child's Feelings:(Example: Dejected, lonely, unhappy, left out................................)

   You say: (Example: You seem unhappy.)

2. Go away and leave me alone! I don't want to talk now. Nobody cares about me anyway!

   The Child's Feelings: ______________________________

   ____

   You say: ______________________________

   ____

3. Your child is doing her math. Her friends are outside playing, waiting for her to come out. She says, "I can't do this math. The teacher gave us too many problems."

   The Child's Feelings: ______________________________

   ____

   You say: ______________________________

   ____

4. Your child gets on the honor roll for the first time in 7th grade. He walks in and gives you his report card with a big grin on his face.

   The Child's Feelings: ______________________________

   ____

   You say: ______________________________

   ____

5. Your eleven year old says, "I heard some high school kids at the bus stop talking about what kinds of beer they like best. I can't wait to get older and try beer and stuff like that."

   The Child's Feelings: ______________________________

   ____

   You say: ______________________________

   ____

Piaget's Pre-Operational Period

Piaget believed that at about age two, children begin to use symbols. They no longer need to see the real object to learn. Spoken words are symbols and pictures in books are symbols. The child is still learning by doing. He is also learning by pretending to be the dad, or a firefighter, or a Ninja Turtle.

The child thinks everyone sees the world as he sees it. He or she thinks the moon is following him and the monsters are real. The wind blows because it wants to blow.

According to Piaget, this stage is called the Pre-Operational Period and lasts from approximately age two to seven.

Piaget's Concrete Operational Period

The seven year old still likes pictures in his books. He still likes to "see" with his eyes, touch and smell,,, and hear. But now he can actually **visualize** how an apple that is cut into four parts can fit back to a whole apple. He does not have to manipulate the apple to do this. The words in the books will let him "see" the pictures in his head. He does not need to have a picture for each sentence.

This stage of learning is called the Concrete Operational Period. This stage is from about age seven to twelve.

Piaget's Formal Operational Period

Piaget states that the last stage of learning is the Formal Operational Period. This is when a person can think of a problem in his head and work it out in his head. He does not need the object there. He gets ideas and can follow them to a logical conclusion just by thinking. A mechanic can look at a car, think about the steps to fix it, and then do it. In contrast, a bright nine or ten year old would have to try to fix it mechanically by trying different things with his hands. He does not have the capacity or experience to think the problem through. He has to try different things to see what works.

This stage of learning is called the Formal Operational Period. This stage is from about age twelve to adult.

Jean Piaget, Swiss psychologist, looked at children's intellectual development. He came to the conclusion that all people go through these learning stages:

The Sensory Motor Period	age birth to two years
The Pre-Operational Period	age two to seven years
The Concrete Operational Period	age seven to twelve years
The Formal Operational Period	age twelve to adulthood

WHEN BONDS ARE BROKEN

"Long Hours" from Why Does Baby Cry? Exercises

Name ______________________________ Date ____________

Why Does Baby Cry?

1. Write out your answers to the two unnumbered questions at the bottom of page 26 in Why Does Baby Cry?

2. Read "Who Is That" on pages 38 to 44. Write out your answers for all the questions on pages 42 and 43.

3. According to Jean Piaget, is it okay for Jose to be afraid of Halloween costumes?

4. Why do you think Jose is afraid?

5. Again, according to Piaget, at what age should a child stop being afraid of Halloween costumes? (Remember all children are different.)

SESSION 5

OBJECTIVES:

1. To provide a basic knowledge of child development through Erikson.
2. To reinforce the meaning and usage of "reflective listening".
3. To choose a book and create a responsive report.
4. To create and produce an invitation for first visit to send to children.

ACTIVITIES:

1. Turn in homework. Instructors will write comments and return next session.

2. Brainstorm "What do Children Need". Create list of participants' responses. Save the list.

3. Introduce the theories of Erikson: If you were Erik Erikson, a German psychoanalyst who like Piaget had important ideas about how children develop, you would add "trust" to the list.

   Erikson believed that baby's needs must be satisfied. If the needs for food and comfort are met, the baby is happy and trusting. If mother brings milk when the baby cries from hunger, he learns trust. He can count on Mom. If the baby's needs are not met, or inconsistently met, the baby may feel angry, hopeless, or unloved. He learns mistrust of people around him. This mistrust of people may stay with him as he grows.

   Erikson would add to the list the word "independence" or "autonomy". We all want our kids to grow smoothly toward independence. How does this happen?

   Once the child has developed trust, if a parent isn't too rigid and allows the child freedom to try things on his own (ages 1 - 4 years), the child will learn to manage himself. The child wants to control himself and others. The child says "no". The child is inconsistent. The child refuses help from someone else and then gets frustrated when he can't do it himself. But, if the parent allows the child to try to do things himself, the child can progress toward independence. The child will accept control from others. If treatment of the child is too rigid he may have trouble accepting control by others, and this may stay with him as he grows.

   Another word Erikson would add is "choices". If a parent allows the child to make choices that fit his age, the child learns that he can do things on his own. The child will keep trying...he will take initiative. The child has increased fears at this age. It also is an age of imagination. But, as long as the parent doesn't over-react by punishing too often, the child will feel success and will progress in his development.

4. Instructor will read Hansel and Gretel. Participants will be asked how this story fits in with today's ideas.

5. Discuss trust vs. mistrust after reading.

6. Divide into two groups. Read aloud and discuss the handout on Erikson's theory.

7. Remaining in the groups, the instructor will read Where The Wild Things Are followed by "Max" questions tied to Erikson's ideas of the normalcy of imagination and control in child development (Give participants a copy of questions.)

   Max Questions:

   A. Did Max misbehave at the beginning of the book?

   B. What did he do?

ACTIVITIES continued:

7. Max Questions Continued:

   C. What did Max's mother call him?

   D. What was his response?

   E. What was his punishment?

   F. Did the parent over-react?

   G. What happened in Max's room?

   H. Where did he go?

   I. Who was in control of the beasts?

   J. Why did Max go back home?

   K. What did he find waiting for him?

   L. Why does this book fit in with a discussion of Erikson?

8. Pass out "Monster" sheet. All of us have known "monsters" at one time or another. On your sheet list one or two "monsters" in your life. You will have about five minutes to write. When everyone is finished whoever wants to discuss and share his "monsters" with the group may do so.

9. Review Reflective Listening. (Assemble in the large group.)

   Last class we talked about a way in which we can communicate with our children. It's called "reflective listening". With reflective listening, we look for the feelings behind what our children are saying. By reflecting back their feelings, we let our children know we understand. We keep the conversation going. We may find out about underlying problems.

10. From Let's Work It Out - Communication II, read page 6 --- "Understanding Feelings". Complete the associated worksheet.

11 Produce invitation for first visit.

12. Optional: Reflective Listening Worksheet. If used, collect for individual review.

13. Homework: Read a book of your choice and complete a book response report for next session

MATERIALS NEEDED:

- Loose leaf notebooks
- Erikson Summary
- Max Questions
- "Monster Sheet"
- "Understanding Feelings" Response Sheet
- Reflective Listening Worksheet
- Materials for invitation
- Book Report Form

RECOMMENDED BOOKS:

- Hansel and Gretel
- Where The Wild Things Are
- Let's Work It Out - Communication II

WHEN BONDS ARE BROKEN

Erik Erikson
German Psychoanalyst

He believed:

Baby's needs must be satisfied. For instance, a baby knowing his bottle is coming, will stop crying when he hears his mother's voice, because he knows he will be fed. Even at this young age, a baby is learning to wait to be satisfied. If baby cries and no food appears, or if it appears sometimes and not at other times; the child may feel angry or hopeless. He does not trust his environment or the people around him. He does not feel worthy of love.

TRUST vs. MISTRUST

He believed:

A toddler wants to own his body and actions. Once a child develops trust, he tries to use his influence on his world. He wants to manage himself and the people in the his world. Saying "No!" is his way of taking control. He is inconsistent. He might hug someone one minute and bit them the next minute. He often refuses help from someone else and then gets frustrated when he can't do it themselves. If a parent isn't too rigid, and allows the child freedom to try things on his own, the child will learn to manage himself. Then he will accept control from others.

AUTONOMY vs. SHAME AND DOUBT

He believed:

The child has a fear of failing. If a parent gives choices to a child, he learns that he can do things on his own. When he is allowed too much freedom and fails, he will feel guilt and be a afraid to try. Although he wants to be BIG, he still also wishes to be a baby. This is an age of imagination. They have increased fears This can cause them to become dependent and shy. Sometimes they protect themselves by becoming aggressive. When they show this new independence, children can get loud and "out of bounds". Adults need to help children establish boundaries. But if adults over-react by punishing too often, children will feel failure and guilt.

INITIATIVE vs. GUILT

He believed:

Relationships with people plus the environment influenced children. He believed children needed to accomplish one stage in order to successfully progress to the next stage.

WHEN BONDS ARE BROKEN

Max Questions for Oral Discussion

Name ______________________________ Date ______________

Max Questions:

A. Did Max misbehave at the beginning of the book?
B. What did he do?
C. What did Max's mother call him?
D. What was his response?
E. What was his punishment?
F. Did the parent over-react?
G. What happened in Max's room?
H. Where did he go?
I. Who was in control of the beasts?
J. Why did Max go back home?
K. What did he find waiting for him?
L. Why does this book fit in with a discussion of Erikson?

WHEN BONDS ARE BROKEN

A Monster In My Life

Name ______________________________________ Date __________

A monster in my life:

____

____

____

____

____

____

A monster in my life:

____

____

____

____

____

____

WHEN BONDS ARE BROKEN

Let's Work It Out Reflective Listening Worksheet

Name ______________________________ Date __________

Let's Work It Out - Communication II Worksheet

"It's too hard getting up so early. I want to quit my paper route."

How does the child feel? :______________________________

What would you say?: ______________________________

"Guess what! I got the lead part in the play!"

How does the child feel? :______________________________

What would you say?: ______________________________

"After all my studying, I only got a C- on the test."

How does the child feel? :______________________________

What would you say?: ______________________________

Name ______________________________ Date __________

Reflective Listening Exercises

1. Your ten year old is supposed to go pick the beans in the garden. His favorite cartoon show is just coming on. He says, "Mom, I think I'm kind of sick."

How does the child feel? :______________________________

____

What would you say?: ______________________________

____

2. The best friend of your fourteen year old was shot on the playground. He says to Dad, "I want to buy a gun."

How does the child feel? :______________________________

____

What would you say?: ______________________________

____

3. The closest friends of your eleven year old went to the movies without her. She bursts into the house and runs to her bedroom.

How does the child feel? :______________________________

____

What would you say?: ______________________________

____

Make up two reflective listening statements and write them here with your responses.

4. ______________________________

____

How does the child feel? :______________________________

____

What would you say?: ______________________________

____

5. ______________________________

____

How does the child feel? :______________________________

____

What would you say?: ______________________________

____

WHEN BONDS ARE BROKEN

Book Response Form

Name ____________________ Date __________

Title ____________________

Author ____________________

Illustrator ____________________

Did you like the book? Why or why not?

What did you think of the illustrations?

Did this book have any lesson or a moral? If so, what do you think it is?

Would you recommend this book to your child? Why or why not?

Write a summary of the book.

WHEN BONDS ARE BROKEN

SESSION 6

OBJECTIVES:

1. To understand "What do Children Need" through STEP - Systematic Training for Effective Parenting:
    - Mutual Respect
    - Encouragement
    - Fun Time Together
    - Communicating Love
2. To especially emphasize children's need for encouragement.
3. To understand story sequencing.
4. To share book readings and reflections.
5. To introduce and model idea of having fun together doing a craft gift (a picture frame) for children to make for a family member or friend. (See appendix for directions) Participants will give this gift to the child at their visit.

ACTIVITIES:

1. Review:

A. Put up the "What Children Need" list from the last session. Last class we "brainstormed" and came up with this list of "What Children Need". Do you have any more words to add?

B. We also talked about Piaget and his ideas about how children develop.
Q. How did Piaget believe children learned?
A. Through their five senses and by doing.

C. We talked also about Erikson and his ideas about how children develop.
Q. What three words did we add to the list which reflected Erikson's ideas?
A. Trust, Independence, and Choices
Q. Did Erikson believe fears at a certain age were normal for children to have?
A. Yes
Q. Did he believe parents should react strongly in handling their children's fears and imagination?
A. No.

D. Review Exercise. Make a set-up like this on the easel or blackboard to verify knowledge

	Yes	No
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

ACTIVITIES continued:

E. Instructor asks the following questions holding up finger to signify # 1, two fingers to signify # 2, etc. If students say "yes" or "no" out loud teacher puts finger to lips signifying silence. Teacher continues to read questions as students place a mark in the appropriate column in response to the questions.

1. Piaget was a car mechanic. (Yes or No)
2. Piaget was a psychologist. (Yes or No)
3. Piaget believed babies used their five senses to learn. (Yes or No)
4. Erikson was a movie star. (Yes or No)
5. Erikson had important ideas about how children develop. (Yes or No)
6. Erikson believed babies needed to develop trust in their surroundings. (Yes or No)
7. Erikson believed parents should over-react to their children's behavior. (Yes or No)
8. Erikson believed it is important for parents allow their children to try things on their own. (Yes or No)
9. Erikson believed it is normal for young children to have fears. (Yes or No)
10. Erikson believed children will get over their fears if parents don't over-react. (Yes or No)

F. Instructor reads the questions again. Participants call out "yes" or "no" while students self-correct their work.

2. Introduce STEP ideas: Today we are gong on to another set of ideas of "What Children Need" taken from STEP Systematic Training for Effective Parenting. According to STEP there are four basic needs for building a good relationship with your child.

A. The first is **Mutual Respect**. (Add this to the list on the easel.)

Problems between people of any age are usually the result of a lack of mutual respect. Parents complain that their kids don't respect them. They don't seem to realize that respect is earned, and that it comes from showing respect to others. Nagging, yelling, hitting, talking down, doing things for kids that they can do for themselves, and double standards all show lack of respect. (Ask: Do you require kids to knock before entering your bedroom, but you feel free to barge into theirs?)

To establish mutual respect parents have to be willing to begin by showing respect to their children. A good way to start is to minimize negative talk. Talk with children when the atmosphere is friendly. (Ask: Do you show the same respect to your kids that you show to your friends?)

B. The second ingredient to building a good relationship with your child is **Encouragement** (Add this to the list on the easel.)

In order to feel adequate children need frequent encouragement. On a piece of paper do the following:

Write about someone who encourage you. How did you feel?

or

Write about someone who discouraged you. How did you feel?

ACTIVITIES continued:

C. After about five minutes invite the participants who want to share what they have written to do so orally, especially emphasizing feelings and the ability of parents to either encourage or discourage.

You all know how good it feels to be encouraged and how bad it feels to be discouraged. Parents have great power with their children's lives because parents can cause these feeling to happen. The purpose of encouragement is to keep children trying so they don't give up. If they keep trying there is always hope. Parents can encourage their children by pointing out their strengths and talents. It's up to parents to recognize abilities in their children and to nurture these talents. In this way, the child's self-confidence can grow because he knows he does something well. This can give children courage to attack areas of weakness. How can you encourage your child?

D. The third ingredient needed to build a positive relationship with your child is taking **Time for Fun.** (Add this to the list.)

Spend some time each day with each child doing something that both of you enjoy. Bedtime is a favorite time to read to your child, or to each tell about what happened that day. Each of the children should have a special time with you. Taking just one child shopping for family groceries, or maybe out to lunch could be a special time. It doesn't need to cost any or much money. You're sharing the most important thing of all --- you.

E. The fourth ingredient for building a positive parent / child relationship is **Communicating Love.**

How often do you tell your children, with words and action, that you love them? To feel secure each child must have at least one significant person to love and to be loved by that person. This is extremely important. Love is communicated by the way we relate to our children in general...through our attitude of mutual respect and through our allowing them to develop responsibility and independence.

3. Our book today is called Art Lessons by Tomie de Paolo. As I read, have these questions in mind which we will talk about afterwards: (Put these questions on the blackboard.)
   1. How does the book relate to the ideas presented in class today?
   2. How was the little boy encouraged?
   3. Was he discouraged by anyone?
   4. Did the book have a happy ending? (Explain)

4. Share book response reflections in the large group.

ACTIVITIES continued:

5. During our last class we read the book, Where The Wild Things Are. Do you remember the story? We are going to do an exercise today using that story. Would you like to read it again before we do the exercise? (Either way is OK.)
    A. We're going to divide into two groups. You will each have one or two strips of paper telling a part of the story. Each group is to put the story in correct sequence. You can read only your own strips, not anyone else's strips. (An instructor supervises each group, encouraging members to look to each other for assistance in working out the sequence of the story. After story is correctly sequenced, group spokesman reads aloud.)
6. Do picture frame craft project as gift for children at first visit. Using cardboard, participants paste macaroni shapes on the cardboard, allowing space for a picture. (We found this activity to be the most valuable of any we tired and recommend it for the first visit. See appendix for further directions.)
7. Homework: Complete "What Children Need Worksheet" (Can be completed in class)
   Alternate: Choose a book to read and report.

MATERIALS NEEDED:

Loose leaf notebooks
Review sheet
Written Reflection Sheet
Sequencing of Story Exercise Sheet
"What Children Need" Writing Sheet
Materials for Picture Frame Craft Project
Picture Frame Schematic
Book Response Form

RECOMMENDED BOOKS:

STEP Systematic Training for Effective Parenting

Art Lessons

Where The Wild Things Are

WHEN BONDS ARE BROKEN

Piaget and Erikson Review Sheet

Name ______________________________ Date ______________

	Yes	No
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

WHEN BONDS ARE BROKEN

Reflection on Encouragement or Discouragement

Name ______________________________ Date __________

Written Reflection on Encouragement or Discouragement

Write about someone who encourage you. How did you feel?

Write about someone who discouraged you. How did you feel?

WHEN BONDS ARE BROKEN

Where The Wild Things Are Sequencing Exercise

Story Strips for Sequencing Exercise using Where The Wild Things Are: (Cut into strips.)

The night Max wore his wolf suit and made mischief of one kind and another his mother called him "WILD THING!" and Max said "I'LL EAT YOU UP!" so he was sent to bed without eating anything.

That very night in Max's room a forest grew and grew and grew until his ceiling hung with vines and the walls became the world.

An ocean tumbled by with a boat for Max and he sailed off through night and day and in and out of weeks to where the wild things are.

And when he came to the place where the wild things are they roared their terrible roars and gnashed their terrible teeth and rolled their terrible eyes and showed their terrible claws.

Max said "BE STILL!" and tamed them with the magic trick of staring into their eyes without blinking and they made him king of all wild things.

"And now," cried Max, "let the wild rumpus start!"

"Now stop!" Max said and sent the wild things off to bed without their supper.

And Max the king of all wild things was lonely and wanted to be where someone loved him best of all.

Then all around from far away across the world he smelled good things to eat so he gave up being king of where the wild things are.

But the wild things cried, "Oh please don't go --- we'll eat you up --- we love you so!"
And Max said "No!".

The wild things roared their terrible roars and gnashed their terrible teeth but Max stepped into his private boat and waved good-bye.

He sailed back over a year and through a day and into the night of his very own room where he found his supper waiting for him.

Name ______________________________ Date __________

What Children Need

Four things needed to build a good relationship with your child are:
Mutual Respect
Encouragement
Fun Together
Communication of Love

Mutual Respect:

Yelling, nagging, hitting, talking down, doing things for kids that they can do for themselves all show lack of respect.

How can you show respect to your kids? ______________________________

____

____

Encouragement:

We must believe in our kids if they are to believe in themselves. To feel adequate children need frequent encouragement.

You son has just returned from a wrestling match and he did well, but he lost. How do you encourage him so that he keeps trying? ______________________________

____

____

____

Fun Together:

It's important to take time each day to have fun with your kids. It doesn't have to be long and it doesn't have to cost money.

How can you have fun with your child / children? ______________________________

____

____

Communication of Love:

How often do you tell your children, by words or actions, that you love them? To feel secure each child must have at least one important person to love and be loved by.

How can you communicate love to your kids? ______________________________

____

____

____

WHEN BONDS ARE BROKEN

Book Response Form

Name ____ Date ____________

Title ____

Author ____

Illustrator ____

Did you like the book? Why or why not?

____

____

____

What did you think of the illustrations?

____

____

____

Did this book have any lesson or a moral? If so, what do you think it is?

____

____

____

Would you recommend this book to your child? Why or why not?

____

____

____

Write a summary of the book.

____

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WHEN BONDS ARE BROKEN

SESSION 7

OBJECTIVES:

1. To understand that there are reasons for behavior.
2. To emphasize the responsibility of parents to look for reasons for behavior in children.
3. To understand the child's need for attention.
4. To observe reflective listening and Erikson's principles in children's literature.
5. To complete the craft picture frame gift project.

ACTIVITIES:

1. Review and expansion of concepts:

A. During the last class we talked about the four needs that should be met in order to build a positive relationship with our children:

Mutual Respect
Encouragement
Fun Time Together
Communicating Love

B. The last need we are going to discuss today is perhaps the most important one of all ---the need for attention. But, first we should take a look at children's behavior and about understanding children's behavior.

C. We all want to help our kids be all they can be, but sometimes their behavior is not what we want it to be and we don't know what to do about it. We all want to influence our kids in a positive way, but how do we do it? There are not cut and dried answers to these questions, but when we understand the **reasons** for behavior we can get clues as to what to do. Remember when we read Why Does Baby Cry? Pam didn't understand why the baby was crying. Rosie helped Pam understand and gave Pam ideas of what to do when Anna cried. The baby might need a diaper change, she might be hungry, she might need to be held, she might just need to cry.

D. There are always reasons for behavior. You are hungry and so you eat. (hunger = Reason: eating = behavior) You are tired and so you sleep. (tired = reason: sleep = behavior) These are all physical reasons. The same is true with other behavior and maybe misbehavior of children. Too often we are quick to say that kids are bad because they do things we don't like. The kids aren't really bad. It's the behavior that we don't like. It's the job of parents to try to figure out why children act the way they do and then to try to effectively help them, starting way back when our children were babies. This little book, When Baby Is New, is like Why Does Baby Cry? I will read a little of it because it's important in order to understand behavior.

E. Instructor reads selections from When Baby is New: Pages 6 to 12. (Omit this reading, if completed previously in Session 3, page 4.)

F. One reason that children act inappropriately or misbehave is to get attention. Every child deserves his or her share of attention. Everyone needs a sense of belonging. When you belong to something you feel important and worthwhile. For membership in a club such as a motorcycle club, you need a motorcycle and a leather jacket in order to belong. If you have these things, you are qualified, you feel important.

F. continued:

When we read obituaries in the paper we are impressed with the list of groups and organizations the deceased belonged to...the longer the list, the more important the person must have been, we think. He belonged to lots of things. Belonging gives us importance.

For little kids the important belonging is to the family. Sometimes when not enough attention is given to the child in a family, he feels that he doesn't belong to the family because he isn't being noticed. He doesn't feel important. He isn't being allowed to contribute. The child will often find ways to be noticed and to get attention. The parents may not like the behavior, but the child gets noticed even if it's in a negative way. In this way, the child feels he belongs.

For example: Dad comes home from work and is really tired. He sits down to read the newspaper. Joey comes to him and says, "Dad, see my truck." Dad says "Um". Joey repeats in a louder voice, "See my truck!" Dad is really getting annoyed because he wants to relax. (Dad's feeling of annoyance is a clue that Joey needs attention.) Dad says, "Go away Joey!" Joey goes away slowly with his head down. He goes upstairs to the bathroom, turns on the water and floods the sink. Does Daddy pay attention now? Of course he does. He screams at Joey and sends him to his room.

This story did not have to end like this.

How could Dad handle this differently?

Is it OK for Dad to be tired?

Is it OK for Dad to want to read the paper?

Is it OK for Joey to want to show Dad his truck?

How could the parent, the adult, help this episode have a happy ending?

Dad could talk to Joey sometime, calmly, when he is not tired after getting home from work. He could explain he needs a few minutes to rest after work because he is tired. If Joey could wait a few minutes that would help Dad a lot.

So Joey waits patiently, about ten minutes, while Dad reads the paper the next day. Then he shows Dad his truck, picture, whatever, and he runs off to play. Can Dad keep Joey waiting too long? No, Dad is the adult in the situation. He is the one who has to push himself a little to make things happen. Dad would like an hour of rest, but Dad has a special responsibility here. He brought this little guy into the world and Joey deserves his father's attention.

Parents can give attention when it's not expected, or not being demanded by the child. Parents need to notice what their children are doing and they need to make a point of talking with the children and listening to them. When we notice what our kids are doing, it's easy to give them positive attention. We can pick out behavior we want to encourage and comment about it. For instance, Dad says "Yesterday at the store you made me feel so comfortable because you didn't beg for candy." (The child is contributing to Dad feeling good.)

Parents are in a position of power once again with their children. Parents can help children feel important and as if they belong to the family simply by paying attention to them. This doesn't cost any money, it just costs time. Little children deserve their parent's attention.

In this book are some ideas for good ways to give attention to children, through loving them. The instructor reads page 14 in When Baby is New.

2. Introduce need for attention from others:

It's important for parents to give their children attention, but we need attention from our friends too. This book, Sometimes I Get So Mad, is about a little girl who doesn't get the attention she deserves from a friend and what happens.

ACTIVITIES continued:

2. Continued:

As we read, look for answers to these questions.

1. Did mother give Karen choices about baby sitting?
2. What did Janet invite Karen to do?
3. What happened at the beach?
4. Why was Karen upset?
5. Who felt Karen's anger at the beach?
6. What did Karen do to Janet at the movies?
7. How did Karen feel?
8. How did Karen's mother react to the phone call from Janet's mother?
9. Did she over-react?
10. Did she listen?
11. Is it OK to get mad?
12. Is it OK to "do" something when you are mad?
13. What did Karen's mother suggest a mad person do?
14. Did mother give Karen choices?
15. Did she tell Karen what to do?

Mother listened and she didn't over-react. She gave Karen choices. Mother used reflective listening and she handled Karen the way one of our child development experts would have handled her, giving her choices and by not over - reacting. Who's the expert? (Erikson.)

3. Sing: "If You're Happy and You Know It".

4. Review reflective listening facilitated by reading Making It Right, "The Snowball" on pages 13 - 20. Split into two groups and read the story aloud. While reading, look for reflective listening When reading is finished, complete the exercise sheet.

5. Complete the picture frame craft. Spray paint frame and add a ribbon hanger.

6. Homework: Participants choose a book to read and write response.

MATERIALS NEEDED:

Loose leaf notebooks

Sometimes I Get So Mad question sheet

Making It Right, "The Snowball" question sheet

Book Response Form

RECOMMENDED BOOKS:

STEP Systematic Training for Effective Parenting

When Baby Is New

Sometimes I Get So Mad

Making It Right

WHEN BONDS ARE BROKEN

Sometime s I Get So Mad Question Sheet

Name____ Date____________

This book, Sometimes I Get So Mad, is about a little girl who doesn't get the attention she deserves from a friend and what happens. As we read, look for answer to these questions:

1. Did mother give Karen choices about baby sitting?
2. What did Janet invite Karen to do?
3. What happened at the beach?
4. Why was Karen upset?
5. Who felt Karen's anger at the beach?
6. What did Karen do to Janet at the movies?
7. How did Karen feel?
8. How did Karen's other react to the phone call from Janet's mother?
9. Did she over-react?
10. Did she listen?
11. Is it OK to get mad?
12. Is it OK to "do" something when you are mad?
13. What did Karen's mother suggest a mad person do?
14. Did mother give Karen choices?
15. Did she tell Karen what to do?

WHEN BONDS ARE BROKEN

Making It Right - "The Snowball" Question Sheet

Name_______________________________________ Date___________

1. Other than being told, how else can you tell how a person is feeling?

____

____

____

2. "How far did you throw the hard snowballs?" asked Mr. Garcia.
"Into Tony's window," Juan said slowly.
"I see," said Mr. Garcia. "Now I know why you look so unhappy."

Mr. Garcia used reflective listening in his response.
What else might Mr. Garcia have said after he knew about the broken window if he didn't use reflective listening? (Either negative or positive.)

____

____

____

Was what he said a good thing to say?

____

Why or why not?

____

____

3. What do you think Rosa and Juan learned from the way Mr. Garcia acted when he learned about the accident?

____

____

____

____

____

WHEN BONDS ARE BROKEN

Book Response Form

Name____ Date____________

Title ____

Author ____

Illustrator ____

Did you like the book? Why or why not?

____

____

____

What did you think of the illustrations?

____

____

____

Did this book have any lesson or a moral? If so, what do you think it is?

____

____

____

Would you recommend this book to your child? Why or why not?

____

____

____

Write a summary of the book.

____

____

____

____

____

____

____

____

____

SESSION 8

OBJECTIVES:

1. To empower fathers to plan for children's visit.
2. To put Erikson and Piaget's theories into practice.

ACTIVITIES:

1 To choose and practice a book to read to each child.

A. Place on a table a variety of books for each age level of the children who will be attending the first visit. Children's magazines may be included.

B. Ask fathers to choose a book to read to their child, keeping in mind Piaget and Erikson's theories.

C. Have each father read the book to himself and then to a teacher or another student. Have them use inflections, animation, questions, picture identification, etc. These skills have been modeled by the teachers when they have read children's stories. Sample questions while reading might be:

Where is the red car?
What do you think might happen?
Where is the shoe?
Which ball is bigger?
How do you think Max felt?
What do you think he did then?
Would you be afraid (happy, sad) if that happened?

Encourage fathers to have their grade school children read a sentence or a page to them.

2. To brainstorm and choose refreshments for the visit.

A. List all ideas. Encourage men to think of things to make with the children. (Many of these men have not had this opportunity as children.)

B. Eliminate all impractical suggestions. (Like ice cream if there is no refrigeration.)

C. Let men vote for two to four of the suggestions on their list. (This has stimulated discussions on what is good for children to eat and has mostly led to nutritious snacks!)

3. To brainstorm for other activities.

A. Ask men what else they will do with their children besides read and eat. (You can tell them what games and puzzles are available. Many may not know how to play these games and time should be taken to learn these. Some have decided to make a game involving colors, shapes, numbers, etc.)

B. Review songs we have sung. (If you are lucky enough to have someone who can come in and lead an accompaniment such as guitar or keyboard, this can be an activity for the visit.)

C. Have out the Mini Page from the newspaper, activities from children's magazines, maze books, crossword books for children, etc. Ask men to come up with their own ideas in making some of these that can be Xeroxed for using.

ACTIVITIES continued:

3. continued:

   D. Take time to make pictures to be colored, mazes, search - a - word. Take time to teach games like Sorry, Checkers, etc.

MATERIALS NEEDED:

Materials for Picture Frame:

A variety of macaroni in different shapes

Glue

Poster board or cardboard

Gold or silver spray paint

Gold or silver ribbon

Hole puncher

Large cardboard box

Directions to make picture frame: (Have a sample.)

Cut cardboard approximately six inches square. (If using poster board, glue two squares together to add stiffness.)

Trace outline of a Polaroid picture in center of square.

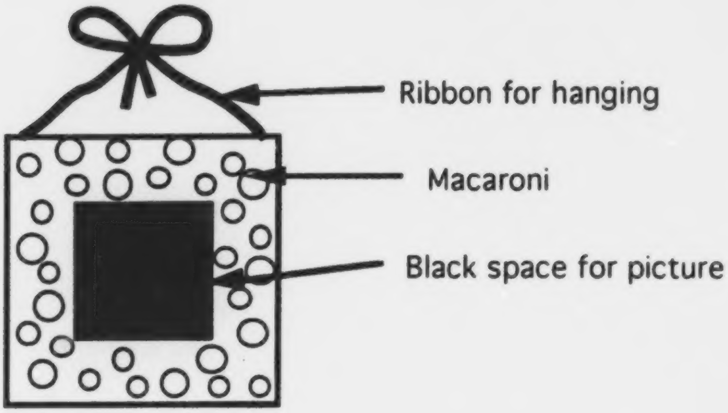
Have fathers' put their name on back of the cardboard.

Suggest that they can glue macaroni around the frame, reminding them that the picture will go in the space outlined.

Wait at least an hour or start in a prior session so the glue has an opportunity to dry.

Spray paint the cardboard frames using gold or silver spray paint. Use a large box to control the spray paint. Do in a ventilated area.

Punch holes in the top for ribbon. Put on the ribbon for a hanger.



MATERIALS NEEDED continued:

A variety of children's books suitable for the age of the children visiting

Children's magazines such as:

1-2-3 Contact
Sesame Street Magazine
Highlights for Children
National Geographic's World
Crossword Books or Computer Programs to create same
Search A Word books
Maze books

Newspaper Mini-Pages

Games:

Sorry
Candy Land
Dominoes
Checkers
Uno
Etc.

WHEN BONDS ARE BROKEN

SESSION 9

OBJECTIVES:

1. To review understanding of reflective listening.
2. To verify understanding of reflective listening.
3. To write about first children's visit.
4. To introduce and facilitate the understanding of "I" messages when communicating with children.
5. To begin to understand the newspaper as a tool of communication.

ACTIVITIES:

1. As the participants gather have them start writing a response to the following question written on the board:

   How did you feel about our first visit with the children? See response sheet.

   These papers are to be handed in at the end of the session.

2. Share feelings about first visit.

3. Brief review of reflective listening. Today we are going to briefly review reflective listening, do a cartoon exercise on reflective listening, and then verify your knowledge.

   A. Reflective listening has to do with children's feelings.

   B. Reflective listening has to do with parents taking the time to listen to their children. The parent says back to the child (or reflects back) the child's feelings. The parent is paying attention to the child and the child realizes this. The child feels that Dad really understands. This encourages the child to keep talking.

   C. Through talking and listening and understanding the child's concerns are talked about from the child's viewpoint. Reflective listening is a way in which parents can effectively talk (communicate) with their children.

4. Prepare for cartoon exercise. Pass out Let's Work It Out - Communication II. Ask the participants to turn to "Go To The Drawing Board" on pages 10 and 11. Using the work sheet, the participants should complete the parent's response to each of the situations using reflective listening. Ask them not to solve the problem, but to simply write in a parent's response using reflective listening. (Optional activity --- see Response to Brian Cartoon Sheet.)

5. Verify reflective listening learnings. Participants use worksheet for answers.

   A. Review Exercise. Make a set-up like this on the easel or blackboard.

	Yes	No
1.		
2.		
3.		
4.		
5.		
6.		

ACTIVITIES continued:

A. Continued:

Instructor reads questions and proceeds with information verification.

1. Reflective listening has to do with children's feelings. (Yes or No)
2. When I reflect back to my son his feelings, I am using reflective listening. (Yes or No)
3. Reflective listening can be a useful way to communicate with children. (Yes or No)
4. To use reflective listening, parents should yell and scream at their children.(Yes or No)
5. In order to use reflective listening, it is important to listen. (Yes or No)
6. Children are more likely to talk to parents, if parents listen. (Yes or No)

B. (Instructor reads questions back to participants and they self-correct their answers.)

6. Instruct on "I" messages.

A. Today we are going to talk about another communication technique called "I" messages. These have to do with parents feelings. Is it OK for parents to have feelings and to show their feelings? Sure.

B. A little girl is playing in the living room with her toys all over. Her mother comes in and says, "Janice, you're always leaving your toys all over. You're such a mess."

How does Janice feel? Badly
Is mother blaming her? Yes
Does Janice feel she is a bad girl? Yes

or

Mother could say, "Janice, when you leave your toys on the floor, I worry that someone might trip and hurt themselves. Please pick them up now."

How does Janice feel? Maybe badly that someone might fall over her toys. She hadn't thought of that.

Is mother blaming her? Mother is making a statement about her concern and "why" she feels this way.

Does Janice feel she is a bad girl? Mother hasn't made her feel bad.

Will this make Janice more receptive to picking up her toys? Probably yes because she knows "why".

This second statement would probably get a better response from Janice because mother is calm, is not accusing, and expresses her feelings "why" she is concerned. Most little children want to please their parents. If a parent has established that he will **listen** to his children (using reflective listening), then just maybe the children will listen to the parent and to the parent's feelings. This is an atmosphere of mutual respect. If a relationship of mutual respect exists in which the child's feelings are important to the adult, then it follows that the adult's feelings will come to be important to the child.

ACTIVITIES continued:

B. Continued:

Many times when we are annoyed with our children's behavior, it is not so much the behavior that bothers us, but it is what might happen because of the behavior. We are the adults. We have had more experiences. We know more about what can result from behavior. (i.e. If you jump on the bed, you might fall off. If you play in the street, you might get run over.) When parents are annoyed with their children, it's hard not to **blame** the children for the behavior. How do you feel when you are blamed for something that you didn't realize could happen?

So, "I" messages are a technique, or a way to calmly let children know the parent's feelings and "why" the parent feels this way. There are three parts to an "I" message:

When ...
I feel ...
because ...

When you leave your toys on the floor
I **worry**
because someone might trip and hurt themselves.

"I" messages focus on parent's feelings.
"I" messages do not blame the child.
"I" messages should be delivered calmly.
"I" messages tell the child "why" you feel the way you do.

C. Instructor provides Let's Work It Out - Communication II text for each participant. Turning to page 7, students read entire page aloud and discuss situations presented. After class discussion students are to write an "I" message for each of the three statements listed in the "Janice" Exercise Sheet provided.

D. Instructor provides copy of Angry Feelings. Divide class into two groups to read "Jud's Father" on page 35 of this book. As we read look for the "I" message.

Discuss story and questions on pages 42 and 43. Provide each student with the "Showing Anger" handout to discuss.

Optional: Participants write responses to unnumbered questions on page 43.

7. Gather back into large group and read Curious George Rides Bike by H. A. Rey.

Ask questions:

A. Was George bad?
B. How did the circus man feel when the ostrich ate the bugle?
C. What did he do?
D. How did George feel?
E. What did George do with the newspapers?

8. Sing:

A. "My Hat It Has Three Corners".
B. "This Land Is Your Land".

ACTIVITIES continued:

9. Newspaper Activity:

   The reason we read this story is because we would like to make a newspaper for our group of fathers and children.

   A. Have only the front sections of the newspaper available.
   B. Individually or in groups of two have the fathers work on the answers for Newspaper Overview Worksheet.
   C. When each person is done, have him use the front section to make a boat or hat following the directions in the Curious George book.

10. Homework: Complete question # 14 on the Newspaper Overview Worksheet.

MATERIALS NEEDED:

Loose leaf notebooks

Newspapers

First Visit With the Children Response Sheet

"Go To The Drawing Board" Exercise Sheet

Response to "Brian" Cartoon Sheet

Reflective Listening Review Sheet

"Janice" Exercise Sheet

Showing Anger Sheet

Newspaper Overview Worksheet

Letter to the Editor Response Sheet

RECOMMENDED BOOKS:

Let's Work It Out - Communication II

Angry Feelings

Curious George Rides a Bike

WHEN BONDS ARE BROKEN

First Visit With The Children

Name ______________________________ Date ____________

How did you feel about our first visit with the children?

WHEN BONDS ARE BROKEN

"Go To The Drawing Board" Exercise

Name ____________________ Date __________

Cartoons on page 10:

The child feels ____________________

The mother says ____________________

The child feels ____________________

The father says ____________________

Cartoons on page 11:

The child feels ____________________

The father says ____________________

The child feels ____________________

The mother says ____________________

Response to "Brian" Cartoon

The little boy comes in from the bus and says, "Brian always teases me on the bus."

Using reflective listening Dad would say, "Gee, you seem really upset."

The little boy keeps talking and tells Dad more. Dad finds out that Brian teases his son about his lunch box. So now the reason "why" the little boy is upset is known. Now father and son can figure out how to handle the problem.

The father shows respect for his son by listening to him. In time, the little boy learns that he can trust his Dad to listen to him and not just yell at him, or hit him. The little boy tells his Dad the truth. The little boy grows bigger and knows he can talk to his Dad because Dad listens.

This is what can result from using reflective listening. Reflective listening is a technique to effectively communicate with children.

WHEN BONDS ARE BROKEN

Reflective Listening Review Sheet

Name ______________________________ Date ______________

	Yes	No
1.		
2.		
3.		
4.		
5.		
6.		

WHEN BONDS ARE BROKEN

"Janice" Exercise Sheet

Name ______________________________ Date ______________

What "I" message would you give these children?

Richard comes home from school late without calling.

When ______________________________

I feel______________________________

because ______________________________

Rochelle whines when she talks to you.

When ______________________________

I feel______________________________

because ______________________________

Tammy uses up the milk at bedtime, and you have no milk for your morning coffee.

When ______________________________

I feel______________________________

because ______________________________

WHEN BONDS ARE BROKEN

Showing Anger

Many people show anger the same way their parents did. For many people, this means hitting.

Hitting doesn't show self-control. Hitting does not make things better. Hitting only hurts and makes people even angrier.

When parents show anger they should also let children know they are still loved. One way a parent can react to anger is to wait until he or she has self- control and then use "I" messages.

WHEN BONDS ARE BROKEN

Newspaper Overview Worksheet

Name ____ Date __________

Looking at the Index:

1. What section is the Sports Section? ________________________________
2. In what section would you look for a job? ____________________________
3. Where would "Letters to the Editor" be found? _________________________
4. Where would deaths be found? _____________________________________
5. What is another word that might be used for the heading or listing of deaths?

   ____
6. How about the T.V. Schedule? _____________________________________
7. In what section is the weather forecast? ______________________________
8. Look at the pictures on the front page. Are they interesting enough to make you want to read the captions? ________ Why? ______________________________

   ____
9. Who took the photograph on the front page? ____________________________
10. Pick a headline from the front page. (Do not read the story.) Think about what this story might be about. Discuss this with your teacher.
11. Who wrote the story under the headline you chose? ______________________
12. Find the "Letters to the Editor". Read one. Is it fact or fiction? ______________

    How is it different from a news story? ________________________________

    ____
13. Look at the cartoon on the Editorial page. What is it about? (Discuss this with your teacher.
14. Write your own "Letter to the Editor". You can choose any topic you like or one of these:

    Schools can do better by.....
    Prisons should ....
    The government should ...
    Teachers should ...

WHEN BONDS ARE BROKEN

Letter to the Editor

Name ______________________________ Date __________

WHEN BONDS ARE BROKEN

SESSION 10

OBJECTIVES:

1. To expand understanding of learning styles.
2. To verify understanding of learning styles.
3. To expand knowledge of "I" messages.
4. To continue newspaper analysis.

ACTIVITIES:

1. Learning Styles Review.

A. On your review sheet of paper, write down as many Learning Styles as you can remember. (See Lesson 3)

Reading
Listening
Speaking
Manipulating
Visualizing
Writing

If one of your best learning styles is writing what does that mean? It means that if you want to really learn something so that you will remember it, your best chance to learn is to write it down.

If one of your best learning styles is listening what does that mean? It means that if you want to really learn something so that you will remember it, your best chance to learn is to listen to it (maybe on a tape) over and over and over.

Why is it important to know your best learning styles? It's important because you then will know what to do in order to really learn, you will know how you should go about learning. You will know how you can help yourself.

Do all people learn best in the same way?	No
Is one learning style better than another?	No
Do your children learn best the same way you do?	Not necessarily

Would it be helpful to children to know their best learning styles? Yes

B. Write down your best learning styles.

C. Review Exercise. On the easel or blackboard draw this chart.

	Yes	No
1.		
2.		
3.		
4.		
5.		
6.		
7.		

ACTIVITIES continued:

C. Continued:

Instructor reads questions and proceeds with information verification.

1. Is it important for people to know their best learning styles? Yes or No
2. Learning styles have to do with eating Yes or No
3. Reading, listening, and speaking are learning styles. Yes or No
4. Speaking is a better learning style than writing. Yes or No
5. If listening is the best way you learn, you could use a tape recorder to learn. Yes or No
6. Learning styles are the ways in which we learn. Yes or No
7. The more learning styles a person has the better. Yes or No

The instructor re-reads questions and students correct their own work. Afford opportunity for review discussion.

2. "I" Message Review:

Last session we started talking about "I" messages. "I" messages have to do with parents' feelings. In calmly using an "I" messages with a child, the adult tells the child how he feels about what the child is doing and why he feels that way.

Remember Janice? Using an "I" message mother says, "Janice, when you leave your toys on the floor, I worry, because someone might trip on the toys and hurt himself."

There are three parts to an "I" message:

When...
I feel...
because...

"I" messages don't blame the child.
"I" messages focus on the parent's feelings.
"I" messages should be said calmly.
"I" messages tell the child "why" the parent feels the way he does.

"When you jump on the bed, I get scared, because you might fall and break your neck." The adult expresses his feelings and says "why" he feels the way he does. The child may have thought the adult just wanted to spoil the fun, or the adult is mean. But, no, now the child knows "why". It may or may not make a difference in the child's behavior, but the adult is setting a pattern of a respectful, calm response to the child's behavior.

A. Instructor hand out "I" messages exercise. Let's read the first example aloud. (Group discussions ensues and students write in "feelings" and "I message. Students finish worksheet as instructors circulate to help. As students finish they may write a few originals on the other side of the paper.

3. Introduce Angry Feelings. Using book of same title, open to page 1 to the story titled, "The Lamp". Divide into small groups to read the story and discuss. (This is a good discussion story.) Instructor distributes "Anger and Self-Control" handout to be read and discussed.

Optional: Complete "Anger Exercise Sheet".

4. In large group, practice songs.

ACTIVITIES continued:

5. Introduce perspective.

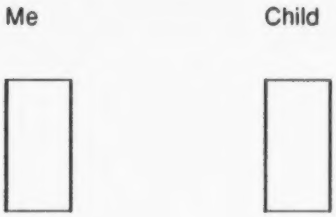
   A. Tell the story of the Three Little Pigs. (See directions in Appendix.)

   B. Explain that this story has been told all these years from the Pigs' perspective. Then read or tell The True Story of the 3 Little Pigs by Jon Scieszka. Make sure that the book is there or the fathers will think you made this one up!

   C. Ask the men how they think their children view them. Use a diagram on the board.

Your Perspective:

Child's Perspective:



1. Does your child see you as an equal? As someone bigger than him? How much bigger?
2. When you were a child how did you view your parent? Use diagrams.
3. People have different perspectives of the same situation. This makes for poor communication. That's why the techniques of Reflective Listening and "I" messages are important. They clarify perspectives. The wolf had a different perspective from the pigs
4. Pass out and discuss Behavior Labeling or / and Erma Bombeck's "Treat friends, kids the same".

D. Work on the Magazine section of the newspaper.

E. Assign homework: Reading Together: "Reading the Newspaper".
Write answers to the questions on page 9, 10, 11.

MATERIALS NEEDED:

- Learning Styles Review Sheet
- "I" Message Review Sheet
- "Anger and Self Control" Handout
- "Anger" Exercise
- Behavior Labeling Handout
- Erma Bombeck Handout
- Newspaper Exercise II

RECOMMENDED BOOKS:

- Angry Feelings
- Reading Together
- The True Story of the 3 Little Pigs by Jon Scieszka
- Magazine Section of the Newspaper

WHEN BONDS ARE BROKEN

Learning Styles Review Sheet

Name ______________________________ Date __________

A. On your review sheet of paper, write down as many Learning Styles as you can remember.

____

____

____

____

____

____

B. Write down your best learning styles.

____

____

____

C.

	Yes	No
1.		
2.		
3.		
4.		
5.		
6.		
7.		

WHEN BONDS ARE BROKEN

"I" Messages Review Sheet

Name ______________________________ Date __________

When.., I feel............because..

1. You come home from Work. You are very tired. Your child keeps bugging you. You need a short nap. Your child is noisy.

   Your feelings: ______________________________
   "I" message:

   When ______________________________

   ____

2. Your ten year old left the stove burner on.

   Your feelings: ______________________________
   "I" message:

   When ______________________________

   ____

3. Your child is throwing a ball against the house. A window is two yards from the spot he chose.

   Your feelings: ______________________________
   "I" message:

   When ______________________________

   ____

4. You take your four year old to the store. Before you go in, you tell him that you have only enough money for groceries. He does not ask you for toys or candy.

   Your feelings: ______________________________
   "I" message:

   When ______________________________

   ____

5. You go into the basement. Your ten year old and a friend are smoking a cigarette.

   Your feelings: ______________________________
   "I" message:

   When ______________________________

   ____

ANGER and SELF - CONTROL

Everyone feels anger sometimes. Adults and children of all ages. Angry feelings frighten children. They need to learn that it is OK to feel anger, and they need to learn safe ways to show anger.

Children learn ways to show anger by seeing how their parents show anger. Here are some ways to be a good model for children:

KEEP YOUR SELF - CONTROL.

BE HONEST ABOUT HOW YOU FEEL.

TELL THE CHILD YOU ARE ANGRY ABOUT WHAT HAPPENED, NOT AT THE CHILD.

WHEN BONDS ARE BROKEN

Anger Exercise Sheet

Name ______________________________ Date __________

1. Is it OK to be angry sometimes? ____________________

2. Is it easy to stay calm when you are mad at your kids? ____________________

3. Is it important to stay calm when you are mad at your kids? ____________________

   Why? ____________________

4. What are some things you don't want to do when you are mad? ____________________

5. What are some things to do when you are mad? ____________________

6. Why does telling the truth teach your children to trust you? ____________________

BEHAVIOR LABELING

If an adult laughs, we call it SOCIALIZING.
If a child laughs, we call it MISBEHAVING.

If an adult writes in a book, we call it DOODLING.
If a child writes in a book, we call it DESTROYING PROPERTY.

If an adult sticks to something, we call it PERSEVERANCE.
If a child sticks to something, we call it STUBBORNNESS.

If an adult is not paying attention, we call it PREOCCUPATION.
If a child is not paying attention, we call it DISTRACTION.

If an adult forgets something, we call it ABSENTMINDEDNESS.
If a child forgets something, we call it RETARDATION.

If an adult avoids unpleasant experiences, we call it DISCRETION.
If a child avoids unpleasant experiences, we call it ESCAPISM.

If an adult tells their side of a story, we call it CLARIFICATION.
If a child tells their side of a story, we call it TALKING BACK.

If an adult raises their voice in anger, we call it MAINTAINING CONTROL.
If a child raises their voice in anger, we call it TEMPER TANTRUM.

If an adult hits a child, we call it DISCIPLINE.
If a child hits a child, we call it FIGHTING.

If an adult behaves in an unusual way, we call it UNIQUE.
If a child behaves in an unusual way, we get a PSYCHOLOGICAL EVALUATION.

WHEN BONDS ARE BROKEN

Treat Friends, Kids the Same

by

Erma Bombeck

On TV the other day, a leading child psychologist said parents should treat their children as they would treat their best friend...with courtesy, dignity, and diplomacy.

"I have never treated my children any other way," I told myself. But later that night, I thought about it. Did I really talk to my best friends like I talked to my children? Just suppose...our good friends, Fred and Eleanor, came to dinner one night and...

"Well, it's about time you two got here! What have you been doing? Dawdling? Leave those shoes outside, Fred. They've got mud on them. And shut the door. Were you born in a barn?

"So, Eleanor, how have you been? I've been meaning to have you over for such a long time. Fred! Take it easy on the chip dip or you'll ruin your dinner. I didn't work over a hot stove all day long to have you nibble like some bird."

"Heard from any of the gang lately? Got a card from the Martins. Yes, they're in Lauderdale again. They go every year to the same spot. What's the matter with you, Fred? You're fidgeting. Of course you have to go. It's down the hall, first door on the left. And I don't want to see a towel in the middle of the floor when you're finished."

"Did you wash your face before you came, Eleanor? I see a dark spot around your mouth. I guess it's a shadow. So, how are your children? If you ask me, I think summer school is great for them. Is everybody hungry? Then, why don't we go into dinner? You all wash up and I'll take up the food. Don't tell me your hands are clean, Eleanor. I saw you playing with the dog."

"Fred, you sit over there and Eleanor you can sit with the half glass of milk. You know you're all elbows when it comes to milk. There now, your host will say grace."

"Fred, I don't see any cauliflower on your plate. Have you ever tried it? Well, try a spoonful. If you don't like it, I won't make you finish it, but if you don't try it, you can just forget dessert. And sit up straight or your spine will grow that way. Now, what were we talking about? Oh yes, the Gerbers. They sold their house. I mean they took a beating but... Eleanor, don't talk with food in your mouth. I can't understand a word you're saying. And use your napkin.

At that moment in my fantasy, my son walked into the room. "How nice of you to come," I said pleasantly.

"Now what did I do," he sighed.

WHEN BONDS ARE BROKEN

Newspaper Exercise II

Name ____________________ Date __________

1. Find the ALIVE! section of the newspaper. What is the main topic of the first page of this section? ____________________
2. Name two people who are engaged:

   ____

   ____

   Where are they from? ____________________
3. See the heading OUR TOWN. What is the main headline? ____________________
4. Find the comics. Which is your favorite? ____________________

   Why? ____________________
5. Find the horoscopes. Which sign were you born under? ____________________
6. Find out a classmate or teachers' birthdate. Write a funny horoscope for them.

   ____

   ____

   ____
7. What kinds of puzzles are in this section? ____________________
8. Are there any recipes in your section? If yes, name one: ____________________
9. Find the letters to Ann Landers. Write what one letter is about. ____________________

   ____

   ____
10. Make believe this letter is to a column called DEAR TWILA.

    Dear Twila,

    My two year old is always making crayon marks on my walls. I have spanked him lots of times, but he still does it. What should I do?

    Signed: Hurting Hand in Easton

    Answer this letter like Ann Landers answers letters.

    ____

    ____

    ____

    ____

    ____

    ____

    ____

WHEN BONDS ARE BROKEN

SESSION 11

OBJECTIVES:

1. To realize that "gifts" do not have to "cost" money.
2. To continue newspaper analysis.
3. To begin constructing a class newspaper.
4. To make their own low cost "gift" of pla-doh and / or silly putty.

ACTIVITIES:

1. On the "Gift Worksheet" have the men write responses to the following: What is the best gift you could give your child? Why? Collect the papers.
2. Discuss homework assignment: "Reading the Newspaper". Ask if there was any gift that Joan gave her parents. (She read them the newspaper.)
3. Select some of the "Gift Worksheet" responses to read and discuss.
4. Pass out Johnson and Son. Turn to "A Special Gift" starting on page 16. Read and discuss questions.
5. Students read story out loud. Discuss points as they occur.
6. Pass out handout "Children and Gifts". Read aloud and discuss. Have students write the answers for questions 1 - 3 on page 26 and make list of low cost surprises children can enjoy. Remind them to be sure the gifts are safe for children. Review answers from those that volunteer.
7. Read O. Henry's "The Gift of the Magi. " Ask for comments. (Optional activity. Best to "tell" the story rather than read.)
8. Sing "Twinkle, Twinkle, Little Star". Review other songs.
9. Pass out worksheet for newspaper. Have the whole paper available.
10. Have the ingredients for pla-doh and funny putty ready. (See Appendix for recipe.) Students will copy the recipes from the board and make them.
11. Homework: Reading Together, "One Gift" on pages 14-23. Write the answers for questions 1 - 4 on pages 21 and 22. Copy on a separate sheet of paper, "What Happened?" found on page 23.

Materials Needed:

- Gift Worksheet
- Children and Gifts
- Gift Questions Worksheet
- "One Gift" Exercises
- Newspaper Exercise III
- Newspaper Exercise IV
- Materials for pla-doh and funny putty

Recommended Books:

- Johnson and Son
- "The Gift of the Magi" by O. Henry
- Reading Together

WHEN BONDS ARE BROKEN

Gift Worksheet

Name ______________________________ Date __________

What is the best gift you could give your child?

Why?

WHEN BONDS ARE BROKEN

Children and Gifts

Name ______________________________ Date __________

Children love to get gifts, especially toys. Some parents think that the only toys children like are ones that cost a lot of money. Many times children have lots of fun with simple, low-cost, homemade toys.

A toy made by a parent or a friend says "I think you are so special that I made this just for you."

Children also like to help make playthings from boxes and other things found around the house. Making toys together can be a lot of fun for both the child and the adult.

WHEN BONDS ARE BROKEN

Gift Questions Worksheet

Name ______________________________ Date __________

Answer questions 1 - 3 on page 26 of Johnson and Son.

Make a list of several free or low cost surprises children can enjoy. Be sure the gifts are safe for children.

WHEN BONDS ARE BROKEN

"One Gift" Worksheet

Name ____ Date __________

Answer questions 1 - 4 on pages 21 and 22 of Reading Together.

On page 23 "What Happened?"

WHEN BONDS ARE BROKEN

Newspaper Exercise III

Name ______________________________ Date __________

1. Your child has been practicing music since the school has been giving him lessons. He wants an instrument of his own. What used instruments are available in the paper? How much do they cost? ______________________________

2. You are expecting a baby and need a crib. Can you get a used one at a good price in today's paper? __________ Where? __________
How much does it cost? ______________________________

3. Your child is ready for his own bedroom furniture. What is the best deal in today's paper? ______________________________

4. Your child is on the high school team. On what page of the paper would you find the high school sports results? ______________________________

5. Your child wants a cat. Which cat would you consider from today's paper? ______________________________

6. Your teenager is looking for a part-time job. Where would you guide him to look in today's paper? ______________________________

7. You'd like to take your twelve year old to a movie. Which movie would you consider that is playing now? ______________________________
Why? ______________________________

WHEN BONDS ARE BROKEN

Newspaper Exercise IV

Name ______________________________ Date ____________

We have looked at the way a newspaper is constructed in the last few classes. We want to make our own class newspaper. We need news articles, puzzles, cartoons, etc. These can be true events or make-believe events. It can be serious or funny. It should have something to do with our class. It can be "Parent Tips" "Horoscopes", Book Reviews, articles for or about children, a made up story for children...etc. Please do an article or a picture for the newspaper.

SESSION 12

OBJECTIVES:

1. To empower fathers to plan for children's visit.
2. To get input from children for the class newspaper.
3. To promote fathers reading to their children.

ACTIVITIES:

1. Each father will choose and practice a book to read to his child. (See Session 8.)
2. Brainstorm and choose refreshments for the visit.

   Have cookbooks for children for browsing. Let the fathers try a few recipes. Have them choose a recipe to make with their children. (See Appendix for "Ideas for Children's Visit".)

3. Brainstorm and choose other activities for children's visit.

   A. (Fathers should have many more ideas for this second visit.)

   B. Suggest to the fathers that it would be nice to have the older children contribute to their newspaper. Brainstorm some things that they could do. Pass out copies of "If I Were"....Have them try it so they can use it with their child. Pre-readers can give verbal answers which the fathers may write down.

   C. Review songs the fathers have learned.

   D. Put out the Mini Page from the newspaper, activities from children's magazines, maze books, crossword books for children, etc. Ask the fathers to come up with their own ideas in making some that can be Xeroxed. Allow time for this activity.

MATERIALS NEEDED:

Ingredients for 2 recipes that the father's will create.

Children's magazines such as:
"1-2-3 Contact"
"Sesame Street Magazine"
"Highlights for Children"
"National World"
Crossword Books or computer program to make same
Search a Word books
Maze books

Newspaper's Mini page

RECOMMENDED BOOKS:

A wide variety of children's books suitable for ages of the children involved

Children's cookbooks

WHEN BONDS ARE BROKEN

If I Were ...

Name ______________________________ Date __________

If I were an author ..... ______________________________

____

____

If I were an animal ..... ______________________________

____

____

If I were president..... ______________________________

____

____

When Dad comes home..... ______________________________

____

____

If I were a sports star..... ______________________________

____

____

If I were an artist..... ______________________________

____

____

WHEN BONDS ARE BROKEN

SESSION 13

OBJECTIVES:

1. To have an outside speaker reinforce the curriculum.

SUGGESTIONS:

These contacts need to be made early in the cycle as many of these individuals have full schedules.

1. A speaker from the Center for Humanistic Change Step Program.
2. Someone who has been a "Success" from the same kind of background as the students. This could be a former resident.
3. A speaker on HIV.
4. A speaker from a family service agency.
5. A principal of a school.
6. A counselor from a college.
7. Media people.

SESSION 14

OBJECTIVES:

1. To foster communication between home and school.
2. To practice Reflective Listening and "I" messages.

ACTIVITIES:

1. Ask fathers how many have been to parent-teacher conferences. Discuss now many men (vs. women) go to conferences and ask if the participants fathers attended parent-teacher conferences.
2. Discuss reasons for parent-teacher conferences:
   A. Your child may get more attention if you seem interested.
   B. Your child will feel that you are interested in his school work.
   C. You can resolve little problems before they become big problems.
   D. You can gain insight into your child and will be better able to help him.
3. Discuss homework as a way of communication with the school.
   A. Discuss whether fathers feel homework is important and why. Include learning retention factors that daily review fosters.
   B. Discuss whether there should be a special time and place for homework and why.
4. Ask if youngsters and parents often disagree and get into fights over homework. Pass out "Homework Dialogue" paper and do it together as a group.
5. Conference activity will take up the remainder of the class. Because it is important to do this on a one to one basis, the other men need to be productively involved in individual work. We asked each father to select a child's book to review. These books should be on higher levels such as Charlotte's Web, a Beverly Cleary book, etc. Lower level readers can use tapes to listen to for the "review.
6. Each father has a simulated "conference". (Teachers prepare this ahead of time with the knowledge they have about the child, stressing that they're making a guess what the teacher might say.)
   A. Teacher calls Mr. ___________, ushers him into a private spot, shakes his hand and greets him. Asks him to please sit down.
   B. It is a good idea to have a blank report card from the local districts and go over this with the fathers. (We wrote to the school district and got them in both English and Spanish.) Make up marks for the various subjects and ask if there are any questions.
   C. Make up a minor discipline problem for the child and ask for Dad's opinion on how to handle it.
   D. Ask the father if he has any questions or concerns.
   E. Thank the father for coming.
   F. Call for Mr. _________ and repeat the procedure.

ACTIVITIES continued:

Note: Although this takes time, we found that the fathers really talked and expressed fears and hopes for their children, even though they knew it was "pretend". In several instances, the fathers revealed private issues from childhood. These conferences were a very valuable component of the course.

G. Role play the following:

Jennifer: (enthusiastic and friendly) "Hi, Dad. I'm home!"

Dad: "Hi honey. Any homework today?

Jennifer: (slightly annoyed): "Um, a little. I'll do it later."

Dad: (also annoyed): "That's what you said yesterday and you did your homework much too late. It was a mess!"

Jennifer: "Well, at least I got it done, didn't I?"

Dad: "Yes after I spent three hours nagging you to do it!"

Jennifer: "Fine! If you want me to do it, I will! I'll just lose all of my friends because I can't go out with them!

Dad: "It's your homework! You should take more pride in it!"

Jennifer: (stamping to her room) "Who cares about homework anyway? It's stupid! I'm the only kid who has to stay in after school!"

H. Using Reflective Listening and "I" messages, how can this dialogue be changed so that Jennifer and her father could communicate? Rewrite Dad's responses to each of Jennifer's statements using the attached worksheet.

MATERIALS NEEDED:

Homework Dialogue Worksheet

Samples of local report cards at the elementary and high school levels.

Notes prepared by the teachers for each of the father's children.

Book Response Form

A private space with two chairs (Can be a hallway, behind a screen, or a separate room.)

RECOMMENDED BOOKS:

A variety of longer books at each father's reading level for them to review for their child.

Longer cassettes and books for lower level or non - readers.

(Optional) Native language children's books for ESL students.

WHEN BONDS ARE BROKEN

Homework Issues Role Play

Jennifer: (enthusiastic and friendly) "Hi, Dad. I'm home!"

Dad: "Hi honey. Any homework today?

Jennifer: (slightly annoyed): "Um, a little. I'll do it later."

Dad: (also annoyed): "That's what you said yesterday and you did your homework much too late. It was a mess!"

Jennifer: "Well, at least I got it done, didn't I?"

Dad: "Yes after I spent three hours nagging you to do it!"

Jennifer: "Fine! If you want me to do it, I will! I'll just lose all of my friends because I can't go out with them!

Dad: "It's your homework! You should take more pride in it!"

Jennifer: (stamping to her room) "Who cares about homework anyway? It's stupid! I'm the only kid who has to stay in after school!"

WHEN BONDS ARE BROKEN

Homework Issues Review Sheet

Name ______________________________ Date __________

Change the following dialogue to Reflective Listening and "I" messages.

Jennifer: (enthusiastic and friendly) "Hi, Dad. I'm home!"
Dad: "Hi honey. Any homework today?

Change to Reflective Listening: ______________________________

____

Jennifer: (slightly annoyed): "Um, a little. I'll do it later."
Dad: (also annoyed): "That's what you said yesterday and you did your homework much too late. It was a mess!"

Change to an "I" message: ______________________________

____

____

Jennifer: "Well, at least I got it done, didn't I?"
Dad: "Yes after I spent three hours nagging you to do it!"

Change to an "I" message: ______________________________

____

____

Jennifer: "Fine! If you want me to do it, I will! I'll just lose all of my friends because I can't go out with them!
Dad: "It's your homework! You should take more pride in it!"

Change to Reflective Listening: ______________________________

____

Jennifer: (stamping to her room) "Who cares about homework anyway? It's stupid! I'm the only kid who has to stay in after school!"

If you did manage your child this way, what could you do to correct the situation?

____

____

____

____

____

____

WHEN BONDS ARE BROKEN

Book Response Form

Name ______________________________ Date __________

Title ______________________________

Author ______________________________

Illustrator ______________________________

Did you like the book? Why or why not?

____

____

____

What did you think of the illustrations?

____

____

____

Did this book have any lesson or a moral? If so, what do you think it is?

____

____

____

Would you recommend this book to your child? Why or why not?

____

____

____

Write a summary of the book.

____

____

____

____

____

____

____

____

____

WHEN BONDS ARE BROKEN

SESSION 15

OBJECTIVES:

1. To promote the realization that there are many ways to deal with children's problems.
2. To explore the meaning of natural and logical consequences.
3. To include children in the problem solving process.
4. To help fathers define and solve their own hypothetical and real problems with their child.

ACTIVITIES:

1. Distribute "Things To Remember". Read aloud and discuss each point.
2. Discuss the following:

   A. Is it important to help your child become a cooperative person? Why? (Write response on board.)

   B. How can you help your child become a cooperative person? Keep in mind the points we have just discussed. List responses on board. Make sure these points are included in the list:
      - Communication
      - Reflective Listening
      - "I" messages
      - Showing respect

3. Point out that when a child understands "why", he is more apt to be cooperative, and when he helps figure out solutions to problems, there is greater hope that his behavior will change.

   Example: Brian on the school bus. The boy was crying because Brian was picking on him on the bus. Using Reflective Listening, the problem was uncovered. His lunch box was wimpy. Now mom and the boy can figure out how to handle or solve the problem. The boy offers suggestions. Mom offers suggestions. Now there are choices. From these choices, they decide on one possible solution. The boy has some responsibility in handling the problem.

WHEN PEOPLE FEEL A SENSE OF RESPONSIBILITY,
THEY TRY HARDER TO MAKE IT WORK.

When you have to cook the dinner, you make it happen.

When you have to stand in front of the class and give a report you try to prepare.

It is important to help children take responsibility for those things for which they are responsible.

Homework was Jennifer's responsibility, not her parent's responsibility. Her parents had to find ways to get this idea across to Jennifer. They wanted her to cooperate. Since Jennifer loved to talk on the phone with her friends, and since the parents wanted her to be responsible for her homework, they figured out logically that when she finished her homework, she could use the phone to talk with her friends.

Jennifer had a choice. She had to really think about what to do. Her parents had made it clear what the choices were. It was up to Jennifer to choose. She was responsible for the choice. (Wouldn't it be wonderful if it were always this easy?)

ACTIVITIES continued:

3. continued:

This is an example of the child having a logical choice to bring about cooperative, responsible behavior rather than the imposition of parental discipline that does not necessarily relate to the problem, and which could rob the child of responsibility.

4. Another choice parents can offer children is to let them learn from experience.

If the child doesn't eat dinner when served, he will naturally get hungry later.
If the child doesn't put on a coat in the middle of winter, he will naturally get cold outside.

This is a wonderful way to learn.

Parents like to help children by sharing their knowledge (of course.) Sometimes children just have to learn themselves. Learning from experience sometimes can be the most meaningful learning we do.

5. Dividing into two groups, read aloud and discuss "A Hard Lesson" on pages 32 to 41 in Johnson and Sons. Be on the lookout for an "I" message Mr. Johnson gives Mike and also for an example of logical consequences.

Distribute "A Hard Lesson" question sheet to be completed by the participants after reading the story.

Optional: Another Choice Dialogue

6. Read "Noel the Coward" by Robert Kraus.

7. Place on a flip chart the following:

   A. Define the problem.
   B. Decide what you want done.
   C. Brainstorm solutions.
   D. Choose a solution.
   E. Try out a solution.
   F. Evaluate the solution.

Tell the men that this is the process selected by the STEP program for ways to handle problems. By using this method, one is not blaming or accusing. One is getting to the root of the problem and working to solve it.

8. Using Noel and his father as examples, go through each step of this process.

   A. Define the problem.
   (Noel was getting picked on.)

   B. Decide what you want done.
   (Noel wanted the other children to stop picking on him.)

   C. Brainstorm solutions.
   (Emphasize that if the child is old enough, ALL solutions should be written down, no matter how bizarre and the child should participate.)

   D. Choose a solution.
   (What did Noel and his father chose to do?)

   E. Try out a solution.
   (Did they try it out?)

   F. Evaluate the solution.
   (Did it work?)

ACTIVITIES continued:

9. Using Noel and his father as examples, go through each step of this process. Again, tell the fathers that this is the process selected by the STEP program for different ways of handling problems. By using this method, one is not accusing or calling names. One is getting down to solving the problem.

10. What would happen if the solution that was chosen did not work? (Step F.) Discuss until you get the answer to go back to Step B.

11. Inform the fathers that there is one additional step called Reinforcement. If the solution that you and your child chose did work, make sure to compliment the child. This will help the child to continue to do the desired behavior.

12. Pass out papers on "Discipline Works Better..."

    A. Do the first three items as a group.

    B. Allow time for the men to do the next three individually. Ask them to use the flip chart as a guide.

    C. Share the results. Hopefully there will be different solutions to the problem...all good. Point out that there are many good ways to solve situations.

13. Ask for problems that have happened or are happening with their children. Go through the list on the flip chart with the fathers and try to solve these problems within the group. (Note that this is practice and that in reality they would be involving the child.)

14. Role play: "School Situation".

    The school principal has called you He wants to put your middle school child in the Special Education class. He has been failing his subjects in 6th grade. You want your child to go with you and have a say in this matter. He is 12 years old.

    We need a mother, a father, a principal, and a child.

    Read the scenario and ask for volunteers for this role play parts.

    Clue in the "mother" that she is to blame the father for the son's behavior.

    Clue in the "son" to say that it is his mother's fault...she treats him like a baby.

    Choose a principal who has a good working knowledge of Reflective Listening and "I" messages.

MATERIALS NEEDED:

"Things To Remember" Handout
"A Hard Lesson" Worksheet
"Another Choice Dialogue"
"Solving Problems"
"Discipline Works Better"

RECOMMENDED BOOKS:

Johnson and Son

Noel the Coward by Robert Kraus

WHEN BONDS ARE BROKEN

Things To Remember

Name ______________________________ Date ____________

- Communication is the key to getting along.
- Listening is an important part of communication.
- Body language can communicate as loudly as words can.
- Naming the feelings behind what your children say lets them know you understand.
- "I" messages let children know how their behavior makes you feel. They do not blame children.

WHEN BONDS ARE BROKEN

"A Hard Lesson" Worksheet

Name ______________________________ Date ____________

1. Write an "I" message Mr. Johnson could have said to Mike about stealing the candy.

2. What are the logical consequences Mr. Johnson told Mike result from taking the candy?

3. Write answers to unnumbered questions on page 43.

WHEN BONDS ARE BROKEN

Another Choice Dialogue

Name ______________________________ Date __________

Another approach to helping children become cooperative, responsible people is through encouraging them to help other people. Not everyone can be rich, or beautiful, or handsome, or smart, or secure, or athletic, or musical. People may think these things are essential ingredients for a happy life. But, everyone can feel happy through helping other people no matter how small the deed. Whether the "deed" is a smile, a helping hand, a pat on the back, a letter, a phone call, etc., in doing things for others the doer is outside of himself. He is thinking of someone else. This is a healthy, happy state of mind. It is good for children to be introduced to this idea.

WHEN BONDS ARE BROKEN

Solving Problems

Name ______________________________ Date __________

A. **Define the problem.**

(Use Reflective Listening and "I" messages to help discover what the problem is.)

B. **Decide what you want done about the problem.**

(Turn the TV. down, keep the room picked up, do homework, etc.)

C. **Brainstorm solutions.**

(Put down every way you can think of to solve the problem. Enlist your child's aid for this if he is old enough to help.)

D. **Pick one solution.**

(Again, let your child help if he or she is old enough to choose.)

E. **Try out a solution.**

F. **See if the solution worked. If not go back to Step B.**

G. **If the problem seems solved, make sure to compliment your child. This is called Reinforcement and helps the child continue to do the desired behavior.**

(When you do your homework without being reminded, I feel proud of you, because you are growing into a responsible person.)

WHEN BONDS ARE BROKEN

Discipline Works Better

Name ______________________________ Date __________

DISCIPLINE WORKS BETTER WHEN THE CHILD iS MADE RESPONSIBLE.

When you blame a child, how does he feel? ______________________________

____

What might a child do that is always getting blamed? ______________________________

____

Father: (Yelling) "Jim, turn off that TV. Mom and I are trying to sleep!"

Change to an "I" message: ______________________________

____

Give child a choice: ______________________________

____

Mother wants to vacuum Susan's messy room. (Angrily) "I've told you a thousand times to keep your room clean. You are a slob."

Change to an "I" message: ______________________________

____

Add your solution: ______________________________

____

Jose borrowed a tool without your permission. He lost it. How can you handle this by putting the responsibility on Jose? Without yelling? ______________________________

____

____

A rule in your hose is NO TV until homework is done. Your child is watching TV. and his homework needs doing.

Give an "I" message: ______________________________

____

Add your solution: ______________________________

____

How could you let your child solve this problem for himself? ______________________________

____

Think of a problem you might have with your child. Think of two ways to solve the problem. Do not blame. Do not yell. Write your solution. ______________________________

____

____

____

____

SESSION 16

OBJECTIVES:

1. To empower fathers to plan for children's visit.
3. To promote fathers reading to their children.

ACTIVITIES:

1. Each father will choose and practice a book to read to his child. (See Session 8.)
2. Brainstorm and choose refreshments for the visit.
3. Brainstorm and choose other activities for children's visit.
   A. (Fathers should have many more ideas for this third visit.) (See Appendix for additional suggestions)

   C. Review songs the fathers have learned.

MATERIALS NEEDED:

Children's magazines such as:
"1-2-3 Contact"
"Sesame Street Magazine"
"Highlights for Children"
"National Geographic's World"
Crossword Books or computer program to make same
Search a Word books
Maze books

RECOMMENDED BOOKS:

A wide variety of children's books suitable for ages of the children involved

WHEN BONDS ARE BROKEN

SESSION 17

OBJECTIVES:

1. To have students evaluate this program.
2. To evaluate student progress.
3. To Introduce students to Parole Literacy Instructor / Counselor/ Coordinator.
4. To explain role of Parole Literacy Instruction Program following resident's release.
5. To celebrate completion of Family Literacy Course.

ACTIVITIES:

1. As students assemble ask them to write about how they felt at the final children's visit. Encourage them to comment generally about the three family literacy visits with their children including remarks about:

   A. What did you like best about the visits?

   B. How could the visits be improved?

2. Following completion of above, distribute course evaluation forms for the fathers to complete.

   A. What was the most important thing you learned in this course?
   B. Did any of your ideas about raising children change as a result of this class?
   C. What were some new ideas you learned?
   D. What was hard about the course?
   E. What was easy about the course?
   F. What are some things all children need?
   G. Write a few sentences, or a paragraph or two about anything you would like to say about this class.

3. After completion of the above, distribute the paper titled "Cooperation". This paper will provide a measure of the student's learning.

4. Introduce Parole Literacy Instructor who will speak for about half an hour concerning a post-incarceration educational program. She will explain that individualized programming initiated within the institution will be continued in the post release parole plan. The instructor will tell how she will counsel parolees regarding their "next step" in educational and job training as well as coordinate the program to facilitate meeting the educational and vocational needs identified during incarceration.

5. Let the celebration begin!

   A. Each student who has completed the course will be presented with a certificate and complete books to make a set of six from the Contemporary's Stories for Parents Series entitled:

      Angry Feelings
      Changes and Choices
      Johnson and Son
      Making It Right
      Reading Together
      Why Does Baby Cry?

ACTIVITIES continued:

5. continued:

   B. Each student will also receive a personal letter of congratulations and encouragement from each of his instructors. (This is optional, but great to do.)

   C. Photographs are taken of the entire class and also of each individual student receiving his certificate, books, and letter from the instructors.

   D. Refreshments, singing, and general merriment complete the two hour follow-up session.

MATERIALS NEEDED:

Visit Evaluation Form

Course Evaluation Form

"Cooperation" paper

Certificates

Personal letter for each father

Photos

Refreshments

RECOMMENDED BOOKS:

Angry Feelings

Changes and Choices

Johnson and Son

Making It Right

Reading Together

Why Does Baby Cry?

WHEN BONDS ARE BROKEN

Visit Evaluation

Name ______________________________ Date __________

Please comment about the three family literacy visits with your children:

1. What did you like best about the visits?

2. How could the visits be improved?

WHEN BONDS ARE BROKEN

Course Evaluation

Name ______________________________ Date __________

1. What was the most important thing you learned in this course? ____________

2. Did any of your ideas about raising children change as a result of this class? ____________

3. What were some new ideas you learned? ____________

4. What was hard about the course? ____________

5. What was easy about the course? ____________

6. What are some things all children need? ____________

7. Write a few sentences or more about anything you would like to say about this class. (You may use the back of the paper.)

Cooperation

Name ______________________________ Date __________

TO COOPERATE MEANS TO WORK OR ACT WITH OTHER PEOPLE SUCH AS FAMILY MEMBERS WILLINGLY AND AGREEABLY.

How Can You Get Your Kids To Cooperate?

1. By using ______________________________
2. By using ______________________________
3. By treating them ______________________________
4. By ______________________________
5. By helping them figure ______________________________
6. By letting them ______________________________
   If a child doesn't eat dinner he will ______________________________
   ____
7. By giving the child ______________________________

Fill in the following words where they fit above:

learn from experience
reflective listening
encouraging them
"I" messages
choices of what to do
with respect
get hungry later in the evening
out acceptable solutions to their problems.

8. Write about one of the sentences above.

____
____
____
____
____
____

ART PROJECT CENTER

Place newspapers or brown craft paper on tables. Have paper towels available. The following can be made available:

Water color sets, paper cups with water, brushes, and paper.

Finger paints.

Crayons, pencils, markers, and paper should be available.

Play-doh can be available for making a variety of figures. (See recipe in Appendix.)

COMMUNICATIONS (WRITTEN) WITH THE CHILDREN

Week One:

Letter to children about father's class. It should ask about child's interests and request a photograph, if the father does not have one. Enclose a self addressed stamped envelope to encourage a reply.

Week Two:

Letter to child about "The Day You Were Born". Can be illustrated with drawings or magazine cutouts.

Week Three:

Handmade card to child inviting him / her to visit. (See appendix for sample template ideas.) Also thanking child for writing and photograph.

Week Four:

Tape of father reading a children's story chosen from child's interest area. Mail home.

Week Five:

Make invitation for second visit.

Week Six:

Letter asking about a favorite teacher, favorite subject, something funny that happened at school, etc. Again enclose a stamped self addressed envelope to encourage responses.

Week Seven:

Invitation to children for third visit.

Week Eight:

Card to child including cartoon, picture article from newspaper that father thinks child might enjoy.

Other Ideas:

Send recipe card with a note that father has made this recipe. This could be a food or craft recipe. (See appendix.)

Ask child to draw a map of his route from home to school or draw a map of their bedroom, etc.

Send a thank you for coming to visit.

CONSTRUCTION IN A BOX:

The bottom of a soft drink box was used as a try. Pla doh was made by the fathers and children. A variety of scenes were created which the children took home. Have available a variety of materials such as:

Pine cones

Pop sickle sticks

Toothpicks

Glitter

Foil

Glue

Small tree branches

Styrofoam packing material, etc.

CRAFT RECIPES

PLA - DOH RECIPE

1 cup flour
1/2 cup salt
1 tsp. oil
Few drops of water
Food coloring if you want colored doh.

Mix all ingredients together until you have a workable clay. Food color may be added to the water for colored dough. Mold into any desirable shape.

FUNNY PUTTY RECIPE

Mix together in a paper cup:

- 5 tsp. Elmer's Glue-All
- 4 tsp. water

Have ready:

- 1 Tbs.. Borax in 1 cup of water. Add teaspoon of this mixture to the above paper cup.

Stir. Pour off excess liquid. Material will be sticky for a minute or two.

CREATING GAMES

Preparation was playing commercial games in the classroom. We have found that most of the fathers had rarely or never played games as youngsters and therefore could not teach their children.

Men then determined what kind of game they would like to make. The fathers worked in groups according to the age of their children. (We found they worked cooperatively.)

One father made a game that went along with the book he chose to read to his three year old.

Another father made a game at Thanksgiving time that used a turkey involving the basic colors.

Other fathers made games involving letters and / or numbers.

Wrapped hard candy was used as markers for the games.

FOOD RECIPES

Deviled Eggs:

Sung to the tune of: "This Old Man"
Boil the eggs, 'til they're done.
Cool and shell and halve each one.
With a knick, knack, tangy snack
Give a dog a bone.
But save these eggs for me alone.

In the sauce, mash the yolks
Mash and mix with lively strokes
With a knick, knack, tangy snack
Give a dog a bone.
Spoon each deviled egg yolk home.

For 3 deviled eggs:

- 3 egg yolks
- 1 TBS. mustard
- 1 TBS. French Dressing
- 1 TBS. Dill pickle relish

Mix ingredients into egg yolks. Fill halved eggs with mixture. Sing while you are making the recipe so it will taste better!

FOOD RECIPES

Honey Milk Balls:

1 cup uncooked oatmeal
1 cup powdered dry milk
1/2 cup honey
1/2 cup peanut butter

Combine all ingredients. If dough is too wet, add a bit more dry milk. If it is too dry, add a bit more honey. Shape into one inch balls. Put on wax paper. Eat. Extras go in the refrigerator.

We had the men wear disposable plastic gloves to make the balls.

PICTURE FRAME

Materials Needed:

A variety of macaroni in different shapes
Glue
Poster board or cardboard
Gold or silver spray paint
Gold or silver ribbon
Hole punch
Large cardboard box (used as a spray booth)
Sample of the completed project

Directions to make picture frame: (Have a sample.)

Cut cardboard approximately six inches square. (If using poster board, glue two squares together to add stiffness.)

Trace outline of a Polaroid picture in center of squarer.

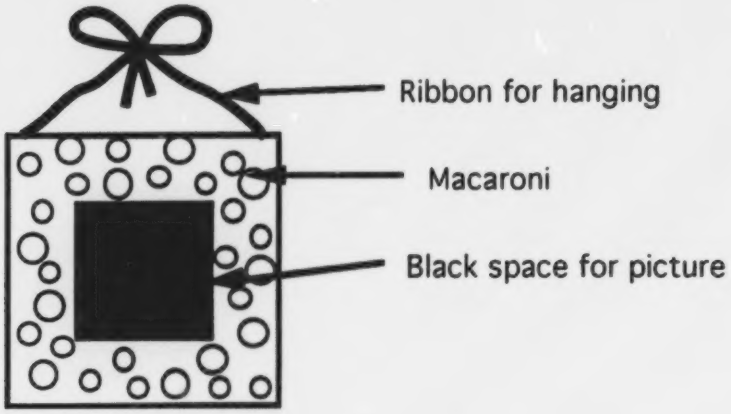
Have fathers' put their name on back of the cardboard.

Suggest that they can glue macaroni around the frame, reminding them that the picture will go in the space outlined.

Wait at least an hour or start in a prior session so the glue has an opportunity to dry.

Spray paint the cardboard frames using gold or silver spray paint. Use a large box to control the spray paint. Do in a ventilated area.

Punch holes in the top for ribbon. Put on the ribbon for a hanger.



PUPPETS

Glove Puppets:

Materials Needed:

- Worker's glove
- Velcro
- Felt
- Scissors
- Patterns drawn by participants

Create glove story characters. The Three Pigs used in Session 9 can introduce the concept. Other stories that could be suggested might be "Old MacDonald Had A Farm" with a barn to go on the palm and animals for each finger. The finger play of:

5 little monkeys jumping on a bed!
One fell off and bumped his head!
Mamma called the Dr. and the Dr. said,
No more monkeys jumping on the bed!
4 little monkeys, etc.

This glove would go along well with a "Curious George" book.

Other Puppets:

The fathers can make a puppet story about one of the books they are reading to their children. They can tell the story to their children and have the child take the puppets home to tell the story to their Moms.

These can be made from paper bags, socks, a paper "head" glued to a tongue depressor, etc.

RECIPE BOOKS

Teachers have the ingredients for two recipes.

Recipes are written on the board and the fathers follow the directions for them.

After they make each one, they copy the recipe on 5 x 8 file lined cards.

Men look through cookbooks and copy two more recipes that they think they would like to make with their child.

Take the four file cards and punch holes in them. Students design a cookbook cover on another blank file card. The recipe book is put together with ribbon to give to the child at the visit.

Men brainstorm the recipes to see what they would like to make with their children during the visit for snacks. (We had bologna roll-ups, orange julius, and honey milk balls.)

A variety of children's cookbooks should be available for the fathers to read.

RHYTHM BAND INSTRUMENTS

Singing became a part of most every session. Rhythm band instruments were a fun craft activity for the men to learn and to use and then to teach their children and use with them in a creative parent - child activity.

Chick-A-Chick-A-Boom by Bill Martin Jr. tape and book was a great lead in for this activity.

A variety of materials were gathered such as:

Bells
Coffee cans
Dowels
Elastic
Empty toilet paper rolls
Paper plates

From these materials paper plate tambourines, coffee can drums, toilet paper roll kazoos, rhythm sticks etc. were made. Wrist and ankle bells with elastic were made for the infants.

The fathers each made an instrument. They were then able to make another instrument with the child during the visit.

SONG WORDS

"If You're Happy And You Know It"

If you're happy and you know it, clap your hands.
If you're happy and you know it, clap your hands.
If you're happy and you know it, clap your hands.
If you're happy and you know it, then your face will surely show it!
If you're happy and you know it, clap your hands.

If you're angry and you know it, stamp your feet!
If you're angry and you know it, stamp your feet!
If you're angry and you know it, then your face will surely show it!
If you're angry and you know it, stamp your feet!

If you're sad and you know it, go Boo Hoo!
If you're sad and you know it, go Boo Hoo!
If you're sad and you know it, then your face will surely show it!
If you're sad and you know it, go Boo Hoo!

SONG WORDS

"I've Been Working On The Railroad"

I've been working on the railroad, all the livelong day.
I've been working on the railroad, just to pass the time away.
Can't you hear the whistle blowing, rise up so early in the morn?
Can't you hear the Captain shouting, Dinah, blow your horn.

Dinah, won't you blow?
Dinah, won't you blow"
Dinah won't you blow your horn?

Dinah, won't you blow?
Dinah, won't you blow"
Dinah won't you blow your horn?

Someone's in the kitchen with Dinah. Someone's in the kitchen, I know.
Someone's in the kitchen with Dinah. Strumming on the old banjo.

A singing, Fe, fi, fiddley - i - o; Fe, fi, fiddley - i - o; Fe, fi, fiddley - i - o;
Strumming on the old banjo.

SONG WORDS

"Mary Had A Little Lamb"

Mary had a little lamb, little lamb, little lamb,
Mary had a little lamb. It's fleece was white as snow.
And everywhere that Mary went, Mary went, Mary went,
And everywhere that Mary went, the lamb was sure to go!

(Dad's name) had a baby girl, baby girl, baby girl.
(Dad's name) had a baby girl, he read to every day.
(Dad's name) had a baby boy, baby boy, baby boy.
(Dad's name) had a baby boy, he sang to every day.

SONG WORDS

"My Hat, It Has 3 Corners"

My hat, it has 3 corners, three corners has my hat.
And if it hasn't 3 corners, it would not be my hat!

(Sing again, leaving out the word hat, and making motions for hat.)

(Sing again, leaving out the word three, and making motions for word three.)

(Sing again as the first time including all words and motions.)

SONG WORDS

"Old Mac Donald Had A Farm E I E I O"

Old MacDonald had a farm. E I E I O
And on this farm he had a dog. E I E I O
With a woof, woof, woof, everywhere a woof woof.
Old MacDonald had a farm. E I E I O

SONG WORDS

"Rock A Bye Baby"

Rock a bye baby on the tree top
When the wind blows the cradle will rock
When the bough breaks, the cradle will fall
Down will come baby, cradle and all.

SONG WORDS

"The Wheels On The Bus"

The wheels on the bus go round and round,
Round and round, round and round.
The wheels on the bus go round and round
All through the town.

The people on the bus go up and down,
Up and down, up and down.
The people on the bus go up and down,
All through the town.

The wipers on the bus go swish, swish, swish
Swish, swish, swish, swish, swish, swish
The wipers on the bus go swish, swish, swish
All through the town.

The driver on the bus goes "move on back"
Move on back, move on back
The driver on the bus goes "move on back"
All through the town.

SONG WORDS

"There Was A Farmer That Had A Dog"

There was a farmer had a dog, and BINGO was his name - o.
B I N G O, B I N G O, B I N G O,
And Bingo was his name - o.

There was a farmer had a dog, and BINGO was his name - o.
(Clap) I N G O (Clap) I N G O (Clap) I N G O
And Bingo was his name - o.

There was a farmer had a dog, and BINGO was his name - o.
(Clap Clap) N G O (Clap Clap) N G O (Clap Clap) N G O
And Bingo was his name - o.

There was a farmer had a dog, and BINGO was his name - o.
(Clap Clap Clap) G O (Clap Clap Clap) G O (Clap Clap Clap) G O
And Bingo was his name - o.

There was a farmer had a dog, and BINGO was his name - o.
(Clap Clap Clap Clap) O (Clap Clap Clap Clap) O (Clap Clap Clap Clap) O
And Bingo was his name - o.

SONG WORDS

"This Land Is Your Land."

This land is your land. This land is my land.
From California, to the New York Island.
From the redwood forest, to the gulf stream waters.
This land was made for you and me.

SONG WORDS

"This Old Man"

This old man, he plays one.
He plays knick knack on his drum.
Chorus:

With a knick knack, paddy wack give a dog a bone.
This old man goes rolling home.

This old man, he plays two.
He plays knick knack on his shoe.
Chorus:

This old man, he plays three .
He plays knick knack on his knee.
Chorus:

This old man, he plays four.
He plays knick knack on the floor .
Chorus:

This old man, he plays five.
He plays knick knack on his hive.
Chorus:

This old man, he plays six.
He plays knick knack on his sticks.
Chorus:

This old man, he plays seven
He plays knick knack up in heaven.
Chorus:

This old man, he plays eight.
He plays knick knack on the gate.
Chorus:

This old man, he plays nine.
He plays knick knack in a line.
Chorus:

This old man, he plays ten.
He plays knick knack on a hen.
Chorus:

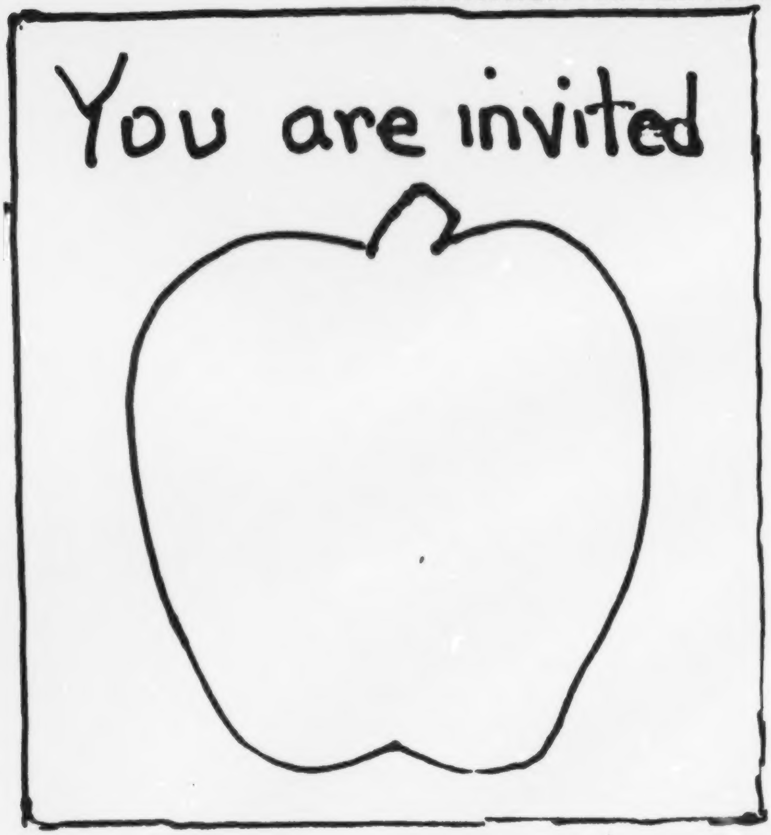
SONG WORDS

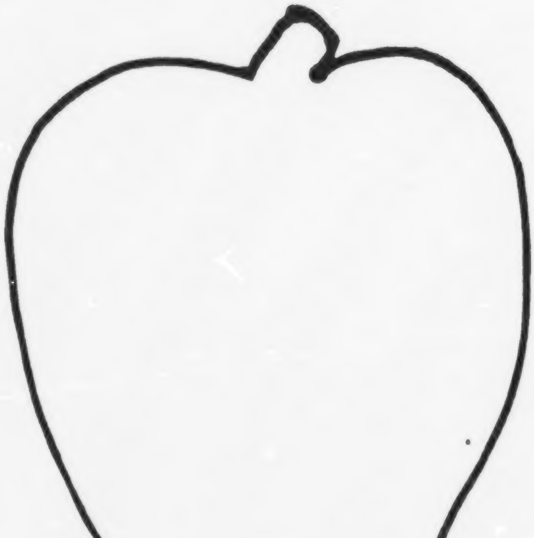
"Twinkle, Twinkle Little Star"

Twinkle, twinkle little star
How I wonder what you are!
Up above the world so high.
Like a diamond in the sky.

Then the traveler in the dark
Thanks you for the tiny spark
He could not see which way to go
If you did not twinkle so.

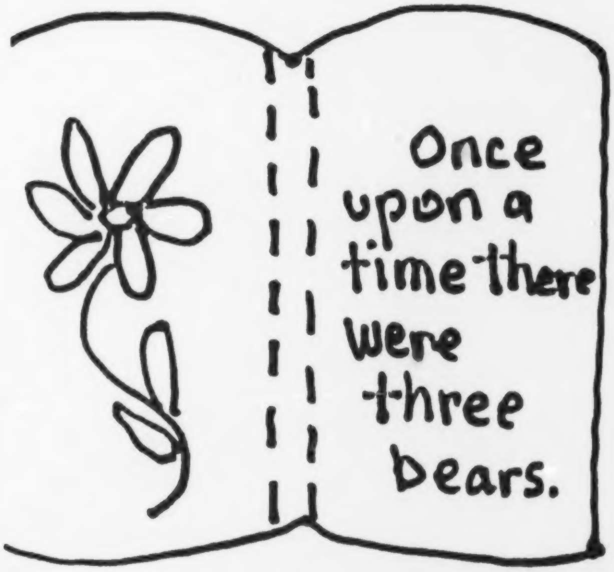
INVITATION - APPLE TEMPLATE


You are invited

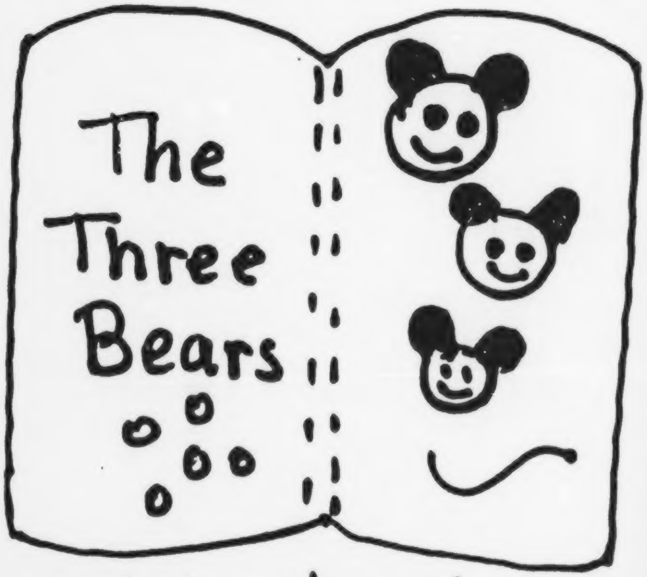


INVITATION - "COME READ WITH ME" TEMPLATE

Come
Read
With
Me.

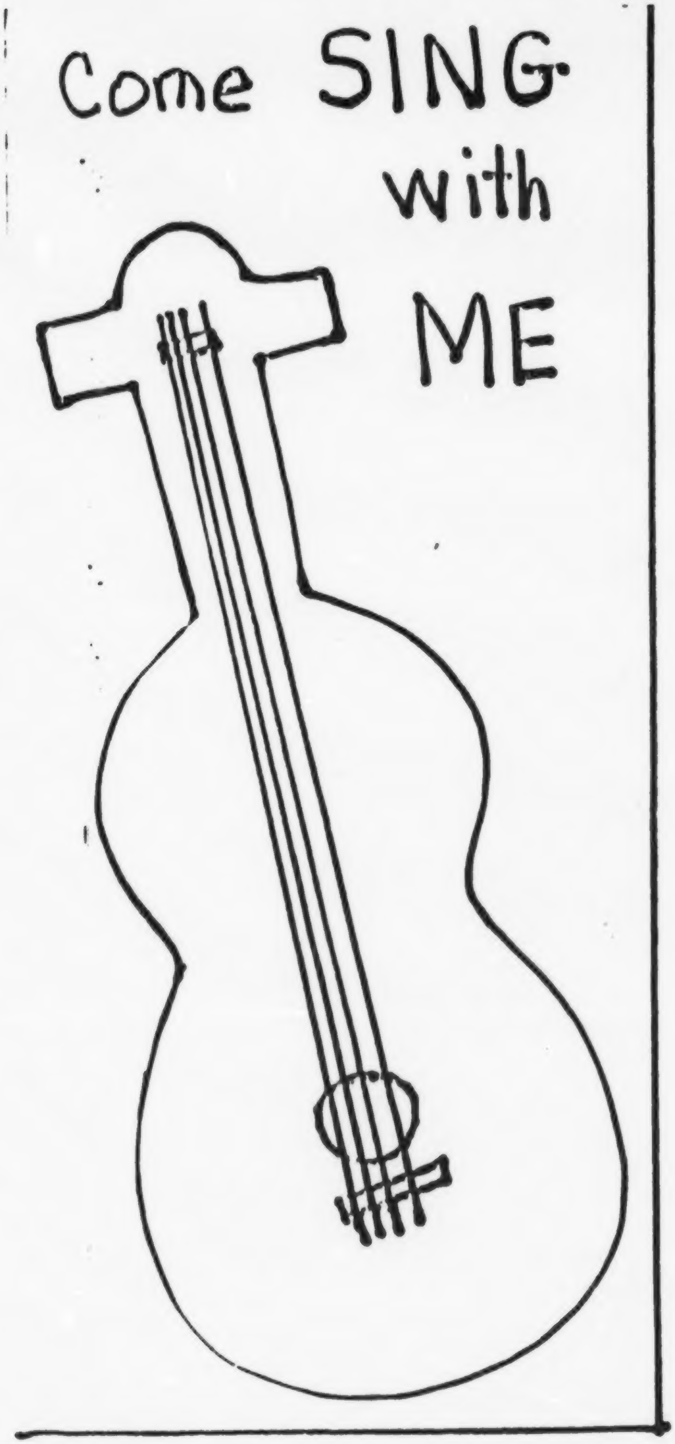

Once upon a time there were three bears.

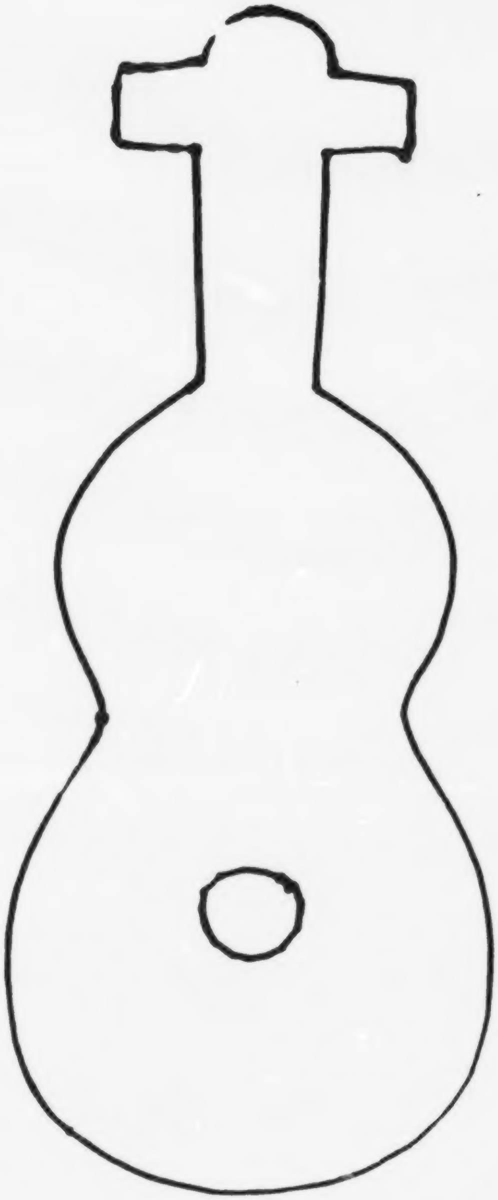
Put invitation information inside large card.


The Three Bears

Cut ↑ out and glue to card along dotted lines - a mini-

INVITATION - "COME SING WITH ME" TEMPLATE

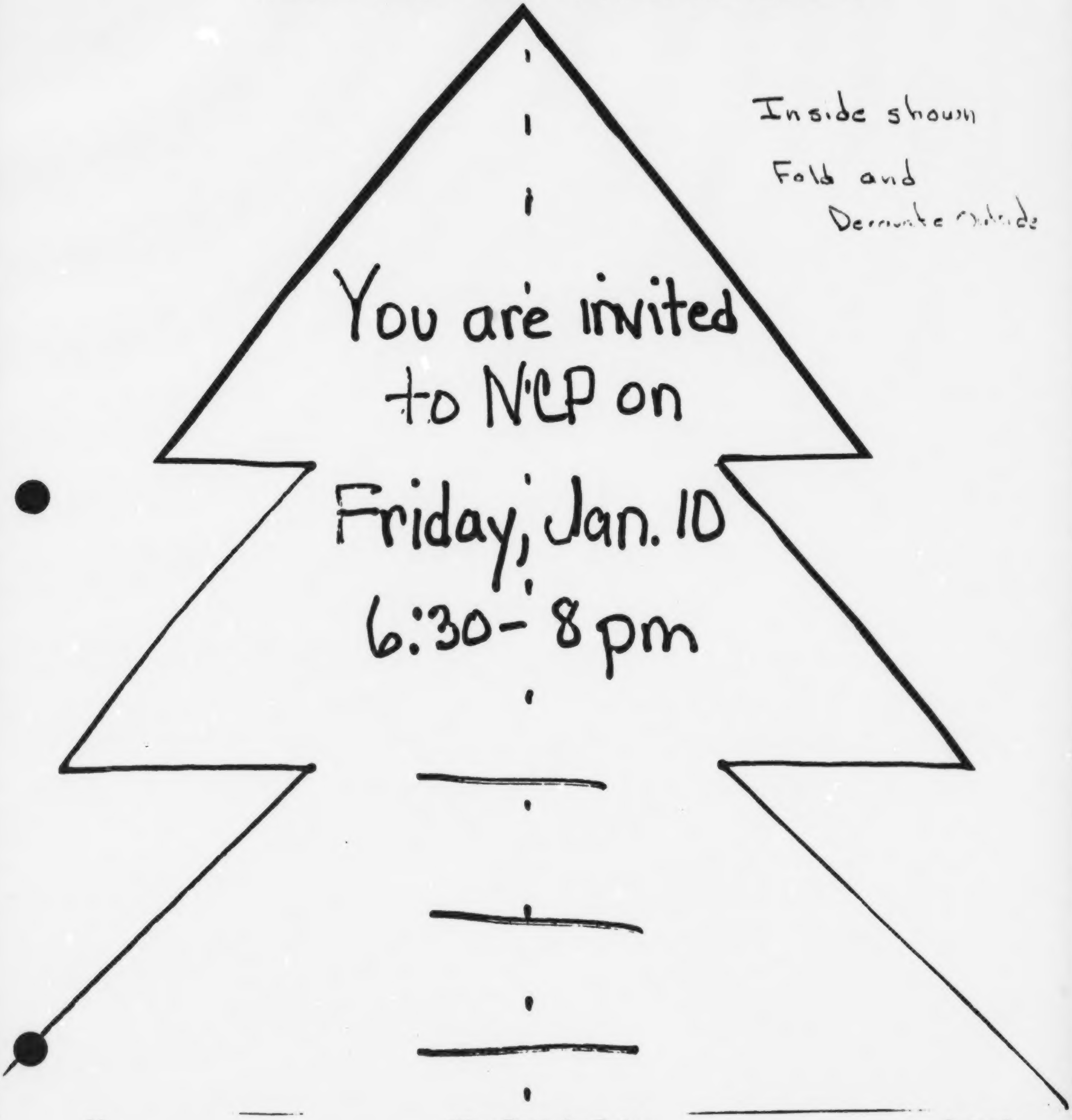

Come SING
with
ME



INVITATION - DECORATED CHRISTMAS TREE TEMPLATE

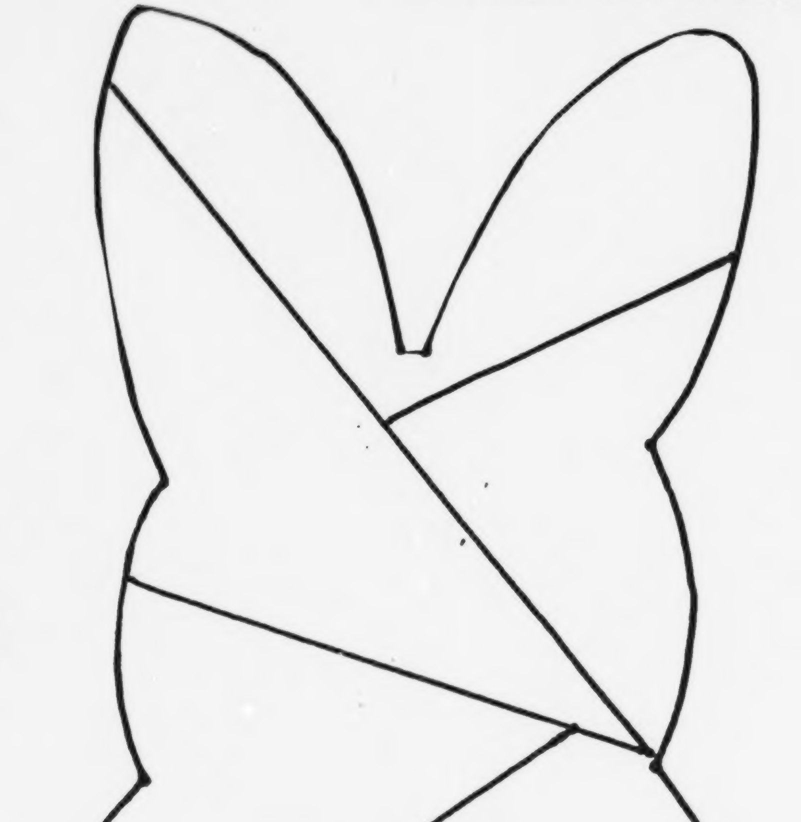
Inside shown

Fold and
Decorate Outside



You are invited
to NCP on
Friday, Jan. 10
6:30- 8 pm

INVITATION - "HOP ON OVER" TEMPLATE

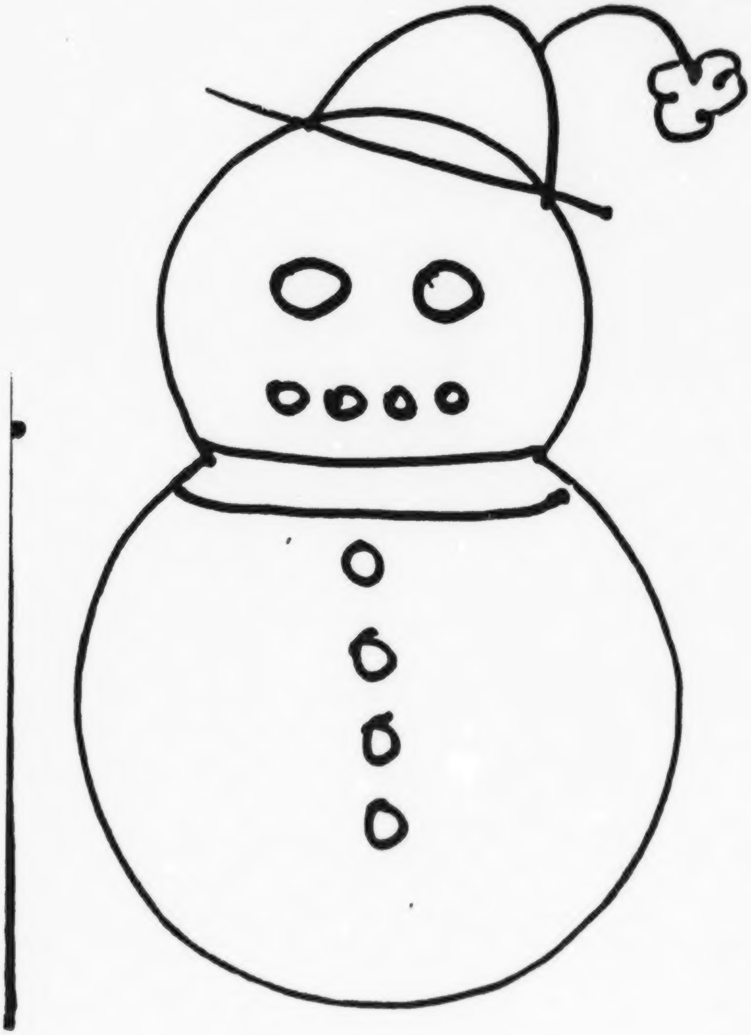

(color each segment)
cotton

We're going to make Honey Milk Balls and read stories.

Love,

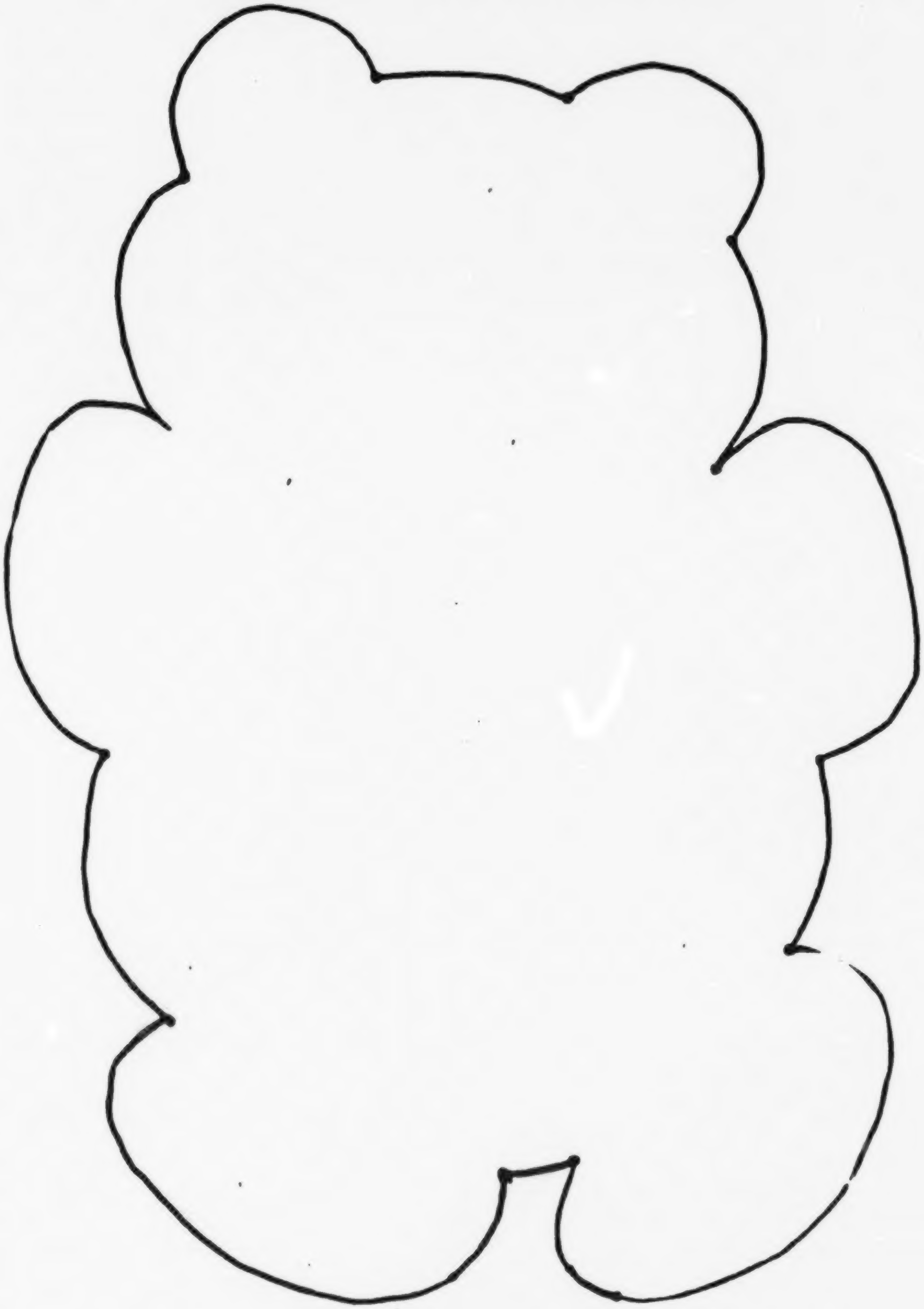
______

INVITATION - SNOWMAN TEMPLATE



'sno fun
without you
Please come visit

INVITATION - TEDDY BEAR TEMPLATE



REPORT CARD SAMPLE

GRADES 1, 2, and 3

Student ______________________ Grade ________ School Year 19____

Teacher(s) ______________________ School ______________________

Individual Performance At Instructional Level
O - Outstanding *N - Needs Improvement*
S - Satisfactory *X - Not Covered This Quarter*

ATTENDANCE	1	2	3	4	T
Days Absent					
Times Tardy					

COMMENTS:

ACADEMIC PERFORMANCE	1	2	3	4
READING				
Reading Level				
Word Attack Skills				
Comprehension				
ENGLISH (Level)				
SPELLING (Level)				
In Prepared Lessons				
In All Areas				
MATHEMATICS (Level)				
Computation Skills				
Understands Math Concepts				
SOCIAL STUDIES				
SCIENCE				

WRITTEN COMPOSITION				
PENMANSHIP				
LIBRARY				
BOOK REPORTS	/	/	/	/
HEALTH/LIFE SKILLS				
PHYSICAL EDUCATION				
ART				
MUSIC				

PERSONAL DEVELOPMENT	1	2	3	4
Completes Assignments Promptly				
Listens and Follows Directions				
Exhibits Self-Discipline				
Accepts Responsibility				
Considers Others/Is Courteous				
CITIZENSHIP				

INSTRUCTIONAL LEVEL	READING				MATH			
	1	2	3	4	1	2	3	4
Above Grade Level								
At Grade Level								
Below Grade Level								

Retention Is Being Considered	2	3

ASSIGNMENT NEXT YEAR:

____

WHEN BONDS ARE BROKEN

Text and Literature List

TEXTS:

Basal Readers copyrighted before the 1960's
Basal Readers copyrighted from the 1960's
Basal Readers copyrighted from the 1990's
STEP - Systematic Training for Effective Parenting:
Help Yourself - How To Take Advantage Of Your Learning Styles (Classroom set)
Remembering Book 1 (Classroom set)
Remembering Book 2 (Classroom set)
When Baby Is New (Classroom set)
Let's Work It Out II (Classroom set)
Contemporary's Stories for Parents (Series with six books: one set for each participant)

Why Does Baby Cry?

Changes and Choices

Angry Feelings

Reading Together

Johnson and Son

Makint It Right

LITERATURE TEXTS:

Aesops Fables by Heidi Holder
Art Lessons by Tomie dePaola
Chicka Chicka Boom Boom with tape by Bill Martin, Jr.
Curious George Rides a Bike by H. A. Rey
Fables by Arnold Lobel
Follow The Drinking Gourd by F. M. Munjo
Hansel and Gretel by Paul O. Zelinsky
Leo, The Late Bloomer by Robert Kraus
Mary Had A Little Lamb by Sarah Josepha Hale
My 5 Senses by Alika
Noel the Coward by Robert Kraus
Pat The Bunny by Dorothy Kunhardt

LITERATURE TEXTS continued:

Paul Bunyan by Steven Kellogg
Puerto Rican Folk Tales
Red Riding Hood by James Marshall
Sometimes I Get So Mad by Paula Z Hogan
Tales From Aesop by J. P. Miller
Ten, Nine, Eight by Molly Bang
"The Gift of the Magi" by O. Henry
The Little Engine That Could by Wally Piper
The Little Red Hen by Paul Galdone
The Terrible Thing That Happened At My House by Margery Blaine
The True Story of the 3 Little Pigs by Jon Seiesz
The Ugly Duckling by Hans C. Anderson
Where The Wild Things Are by Maurice Sendak

OTHER LITERATURE THAT WAS EXPLORED BY THE PARTICIPANTS:

500 Words To Grow On by Richard Scarry
A Light In The Attic by Shel Silverstein
ABIYOYO adapted by Pete Seeger
Alexander and the Terrible Horrible No Good Very Bad Day by Judith Viorst
Alphabet Times Four by Ruth Brown
Clifford The Big Red Dog by Norman Bridewell
Fly Away Home by Eve Bunting
Good Night Moon by Margery Wise Brown
Idalia's Project ABC: An Urban Alphabet Book in English and Spanish by I. Rosario
One More RivertTo Cross: The Stories of Twelve Black Americans by Jim Haskins
Pancakes For Breakfast by Tomie DePaola
Peter's Chair by Ezra Jack Keats
The Drinking Gourd by F. M. Munjo
The Hating Book by Charlotte Zolotow
The Paper Bag Princess by Robert Munsch
The Tale of Peter Rabbit by Beatrix Potter
The Terrible Thing That Happened At Our House by Marge Blaine
The Veleveteen Rabbit by Margery Williams
Where Is Daddy? by Beth Goff
Where The Sidewalk Ends by Shel Silverstein

Site: Northampton County Prison, Easton, PA
Date: July 1993

BARBARA BUSH FOUNDATION FOR FAMILY LITERACY
PROJECT DIRECTOR QUESTIONNAIRE
1992/93 FAMILY LITERACY GRANTS

A. PROJECT BACKGROUND

1. **How many sites were involved in your family literacy project?**

One site at Northampton County Prison in Easton, PA.

2. **What geographic area was served by the project?**

Resident fathers were incarcerated at Northampton County Prison at Easton, PA. Their families were living in the Lehigh Valley which included Northampton and Lehigh Counties and the major communities in the area: Easton, Bethlehem and Allentown.

B. PROJECT PARTICIPANTS

3. **How many project participants were served?** See summary profile attached.

Parents --- 49 fathers
Children --- 101 children
Families --- 52 families

4. **Please provide the number of project participants in each of the following categories:**

Mothers participating alone --- none
Fathers participating alone --- 49
Both parents
Other adult family members

All the mothers of the children were involved with the family liaison worker except for two families. The children of one family were in the custody of the maternal grandparents and the children of another family were in the custody of the father's brother. Additionally one participant's child was hospitalized in Philadelphia for congenital defects and the child's nurse was very cooperative in discussing the progress of the infant, in putting pictures in the child's crib, as well as playing tapes of the father reading stories and talking with the infant.

5. **Do the participants bring class materials home to their children?**

All the fathers gave a book and a photo picture of themselves with their child to their child to take home. Each visit also had activities that they produced and were taken home by the children. Many of the fathers passed their learning information (charts, books, etc.) on to the mothers of the children. Each child also received a certificate for participating in the program.

C. PROJECT OUTREACH AND RECRUITMENT

6. What were your eligibility criteria for participant selection?

A. Father had oral skills sufficient to participate in the group.
B. Father has basic literacy skill in the 0 - 8th range.
C. Father has charges which do not include sexual and / or serious aggravated assault charges.
D. Father has children that live within the Lehigh Valley / Northampton County area and has visitation rights to the children.
E. Father is willing to commit to the educational programming (eleven hours a week) plus tutoring assistance, and any as needed drug and alcohol abuse programming.
F. Potential referral to Exodus (post-release) program.

7. Please rank the top three recruitment tactics used to attract participants:

1. Word of mouth
2. Coordinator of program
3. Teachers in other classes

D. STAFF AND TRAINING

8. Describe the role of volunteers in your project:

Peers were trained to assist other students in basic classes.
Community tutors were trained to work one-on-one with the fathers in the institution and with their children in the community.
Lafayette College, Muhlenberg College, and Lehigh University provided tutors to work with the residents and the children in the community.
Volunteers from various churches provided transportation and others services for the families.

9. How many days of in-service training were provided for instructional staff?

One all day parenting - training session was provided for the parenting staff and coordinator.

10. Who provided the staff training?

The Center for Humanistic Change in Bath, Pennsylvania

11. Indicate the number of development activities provided for project staff:

Workshops:
1993 - Family Literacy Summer Institute with Sharon Darling as key-note speaker.
Four - two hour workshops at Northampton Community College
Four - two hour workshops at Tri-Valley Resource Center
Pennsylvania Department of Education day long Fall Workshops

Curriculum development:
Day long training at the Center for Humanistic Change

Conferences:
Pennsylvania Department of Education three day Mid-Winter Conference
Pennsylvania Department of Education three day 1992 ESL Summer Institute at Lehigh University

12. What special attributes did you look for in staff members?

In addition to basic educational certification and experience in Adult Education, caring was the most important attribute. We were also able to find these basics with an individual that is a child care specialist. Experience with our population was considered but was not essential.

E. PROJECT INSTRUCTIONAL ACTIVITIES

13. Briefly describe the program's instructional approach.

Direct literacy instruction for six hours weekly was provided each father participant in the concurrent cycles. Five hours weekly of parenting instruction was provided during each fifty hour cycle. During this time, indirect instruction regarding self - esteem, awareness of feelings, and past relational experiences was provided with children's literature being used as a launching device. Direct parenting skill instruction regarding developmental growth and needs, reflective listening, and ways to provide positive encouragement and support was also provided during this instructional segment. Role playing, modeled reading, instruction in activities to share with their children, and letter writing / tape making were key elements. Briefly the instructional objectives were that:

- parents and children will become more aware of being learners and teachers with education assuming a new and more positive value,
- bonds that had been broken will begin a healing process,
- the increased literacy levels of the fathers will have a positive effect on the literacy level of the children with subsequent breaking of the chains of intergenerational illiteracy,
- with improved basic literacy skills, self esteem, and awareness of the value of learning would support and encourage the father's and the child's educational development enabling them to ultimately realize their potential and thus share in the community and global world educationally, socially, and economically.

14. Indicate the approximate time by staff hours per week your project dedicates to the following components:

Literacy for Adults:
Instructors: ESL and Basic--- 24 hours
Parenting --- 10 hours
Reading Specialist: 7 hours
Community Tutors: 12 hours
Peer Tutors: 12 hours
Coordinator: 8 hours

Literacy or Pre-Literacy for Children:
Tutor Child: 12 hours

Father / Child Time:
1.5 hours during visits and telephone calls

Other:
Family Liaison Worker: 9 hours

15. Does your project utilize computers for instruction? Yes

The Hartley Project Star Reading Program at Levels 1, 2, and 3 were used with low level readers.
Educational Activities and Davidson software programs were used for upper level students.
Borderbund Print Shop program was used by fathers and the children to create cards, banners and posters.

16. Please list the primary materials used for literacy instruction:

Adult Component:

American Guidance Service: STEP - The Parent's Handbook
Contemporary: Stories for Parents - 6 book set
New Reader's Press: Remembering - Books 1 and 2
New Reader's Press: Help Yourself - How to Take Advantage of Your Learning Styles
New Reader's Press: Timeless Tales, Timeless Myths, and Timeless Fables
Jeremy Tarcher, Inc.: Your Mythic Journey
Local newspaper: Easton Globe Times - Donated to the class
Individual language experience stories
A wide selection of children's books selected by the father and the instructors

Parent / Child Component:

During the visits a wide selection of children's books selected by the father and child with the assistance of the instructors.
Art, craft, and cooking projects using a variety of inexpensive materials and methods were introduced.
A variety of homemade as well as standard board games were used.
Music and story telling was demonstrated and used.

17. Please answer the questions below according to the instructional activities that apply to your project.

Individual and group format was used in both the adult and the parent / child components.
Instruction was in English.
Instruction in the child's home was incidental to the family liaison worker's visit.

18. What was your average attendance rate? 84%

19. In the checklist below, please provide information and check the resources or features that are applicable to your project:

Length of Instruction Cycle (Months)	2 months (50 hours)
Community Resources Used:	
Library	Bethlehem and Palmerton Libraries for father's to preview and use books before purchasing Children and caretakers got library cards Children were enrolled in library programs
Bookstores	Local bookstores provided discounts on books
Community Speakers	Center for Humanistic Change Student Interns Two individuals from the community spoke on trust and encouragement

Other	Lehigh University "Project Star" Program for High Risk Children Wiley House Program for Special Children Special Education program requests for learning difficulties and gifted children Exodus Program for post-release support of residents Northampton Community College - post release basic educational program registration and instruction for released fathers and selected caretakers Lehigh County Community College - instructional programs for caretakers - New Horizons Private Industry Council - Single Point of Contact for women Private Industry Council- Job Readiness Program, Workplace Skills program, job referrals Church donations for selected family needs

Special Project Elements:

Computers	Yes
Television / Videos	Yes, particularly in basic programming
Home Activities	Yes

Related Project Services:

Transportation:	Volunteers provided for children's visits as necessary
Meals / Snacks	Healthy snack creation by the fathers and the children at visits
Books	New books were donated so that each child received an appropriate book
Child Care	No
Other	"Literacy tools" - paper, crayons, dictionaries etc. were provided for those homes that had none.

20. How many participants dropped out of the program.

Two individuals were discharged from the institution before completion of the last visit with the children.

One individual, due to medical reasons, was removed from cycle three and was enrolled in cycle four.

21. Does your project follow up on students who dropped out?

Yes, see above.

22.. Does the project include social events for participants' families and project staff?

No.

23. **As part of the project, do staff members refer participants to any of the following?**

These services were provided for the caretakers also:

GED preparatory classes	Yes
Welfare agencies	Yes
Health agencies	Yes
Employment referrals	Yes
Other:	
Training programs:	Yes
Release support programs:	Yes
Mental Health programs:	Yes
Drug / Alcohol programs:	Yes

F. CURRICULUM

24a. **Was the project curriculum:**

Developed locally

24b. **If developed locally:**

Developed broadly initially, evolving each cycle with participant involvement

24c. **Has a curriculum manual been developed?**

Final curriculum is in that stage now as part of year two programming. It will be disseminated through the Pennsylvania Department of Education advance resources. Approximately a dozen individuals contacted the program and also requested information when it is available. When completed these materials will be forwarded to them. The materials will be duplicated in the Northampton County Print Shop and assembled by the fathers in the program on a volunteer after class project.

25a. **Were special project materials (e.g., videos, software) developed?**

No

26. **Describe the sources from which you received technical assistance.**

The many conferences, extensive reading of Eric documents, and prior experiences and experimentation aided our development of the curriculum.

H. ASSESSMENT AND EVALUATION

27. Check all methods used to assess the literacy proficiency of entering participants:

Standardized Testing:	The BEST Literacy Test and the TABE
Staff Interview:	All students were interviewed by Project Coordinator as well as by the family liaison worker.
Informal measure:	Treatment staff intake impressions and educational intake interview
Language proficiency:	Best Oral Literacy Screening
Other:	Sort Reading Test Tennessee Self Concept MMPI for selected individuals

28. Do you have participant exit criteria?

Fathers participated for 50 hour cycles of instruction and bi-weekly children's visits. They continued to participate in the classes that prepared for the children's visits, the ongoing fathers and children visits, and in some cases when the classes with special guest presentations, until they were discharged from the institution.

29. Describe the evaluation instrument used for adults.

In order to measure literacy gains, the fathers were post tested using an alternate form of the pre test instrument. Also observed: portfolio of father's work, participation in group discussions, non-verbal as well as actual interaction with their children, and the caretakers' comments.

30. Describe the evaluation instrument used for children.

The children were observed during the visits with their fathers. When appropriate, general observations were made and shared with the fathers as well as their reactions in the class that followed the visit. At the close of the visit, immediate general observations and comments of the children were observed as they returned to the mother. The family liaison worker frequently had suggestions for the caretakers during her visits with the family as well as listening to the caretaker's comments on the children's reactions and attibutes.

31. Describe how you measured changes in the intergenerational component.

The primary focus was on the behavior of the father. The significant behavioral factor frequently witnessed was an attitude that demonstrated non-reflective listening as well as neutral or negative responses to the children's' behavior and conversations. Most fathers demonstrated their own lack of confidence and self esteem as well as negative behavior and attitudes about education and "authority". These characteristics were frequently demonstrated behaviorally with hostile and uncooperative attitudes. It was observed that as the fathers were offered positive reinforcement and encouragement as they improved their literacy skills, attitudes became more positive. Through the medium of the children's literature, indirect reflection afforded awareness of their own feelings and past models which they were projecting onto the children. Direct instruction in reflective listening, offering encouragement and support, and building trust provided a new model and in most cases new behaviors and attitudes were demonstrated. The positive feedback from the reaction of the children, comments of the caretakers and the instructors, as well as from the reaction of institutional treatment staff and officers positively reinforced these new changes.

32. **Describe how you measured any other component of the project.**

The father's change in behavior that allows for positive and lasting reintegration into the family and community is the primary measure. Currently, recidivism is approximately seventy per cent within a six month period of time. Records will be maintained on these individuals for re-incarceration into our institution. During the coming year, contact with all of the families will be continued where possible in order to support and follow the children of these fathers. Many of the fathers will be supported in the Exodus program which will also provide feedback on reintegration.

33. **Did you use an external evaluator?** No.

I. CAPACITY BUILDING

34. **Please describe the primary community linkages with your project.**

The Exodus program
Center for Humanistic Change
Northampton Community College
Lehigh County Community College
Private Industry Council
Lehigh University Project Star program for high risk children
Lehigh University Student Literacy Corp
Lafayette College Neuman Club Volunteers
Center City Ministries
Bethlehem Council of Churches
Trinity Episcopal Church
Easton Area High School
Project Learn of Easton
Big Brothers and Sisters
AA and NA programs
Mental Health and Mental Retardation Services in Northampton County
Head Start programs
Individual schools of involved children
The Easton Globe Times newspaper

35. **List the community agencies or programs with whom you have coordinated and briefly describe the services to project participants.**

Exodus Program for post-release support of residents
Center for Humanistic Change - training of staff and instructional support with male role models
Northampton Community College - post release basic educational program registration and instruction for released fathers and selected caretakers
Lehigh County Community College - post release basic educational program registration and instruction for released fathers and selected caretakers including the New Horizons program for women.
Private Industry Council- Job Readiness Program, Workplace Skills program, job referrals
Private Industry Council - Single Point of Contact for women
Lehigh University "Project Star" Program for High Risk Children
Lehigh University - tutor training and placement of tutors for residents and children
Lafayette College - placement of tutors for residents and children and an intern in the program
Center City Ministries - housing and support services

Bethlehem Council of Churches - community awareness and volunteer support
Trinity Episcopal Church - donations and volunteer support services
Project Learn of Easton - educational programs and tutoring
Big Brothers and Sisters - volunteers for selected teenage children
AA and NA programs - community support programs for residents and families of abusers
Mental Health and Mental Retardation Services in Northampton County - services for families
Head Start programs - several children enrolled in programs
Individual schools of involved children - meetings with the children's teachers, obtaining specialized services for testing and diagnosis of difficulties. This included gifted programs.
The Easton Globe Times Newspapers in Education program - provided daily fifteen copies of the newspaper for classroom use
Palmerton Library - provided extensive loans of books and substantial discounts on purchases

36a. Will your project continue at the end of the grant?

YES

36b. What will be your source of funding after the grant has ended?

Pennsylvania Department of Education 353 Special Project funding will provide the second year. Grant has been received for $50,000.00.

36c. Describe any problems in obtaining funding.

None for the second year of funding. Funding to continue in future years beyond year two need to be researched. A liason worker is not normally funded in basic educational programming, but is a critical resource in this project.

J. OVERVIEW

37. What is the most important lesson(s) you learned during the project?

A holistic individual approach is essential for any high risk population. Narrow applications of segmented services are seldom effective for the individual or the family. As limited as it was for our residents in this program, a single point of contact for the residents and their families became a more coordinated and holistic approach to the multitude of attitudinal and behavioral problems that engulfed many of these families. Most of the families had little support of their families in the community. Bonds had been broken with their children and in many cases with the mothers of the children. Bonds had also been broken with their own primary families. Most of the fathers and families were overwhelmed with the basic struggle to survive with limited financial resources and more dramatically, limited personal skills including educational and job skill literacy. Most felt powerless to initiate change and had experienced negative reactions when they had attempted to make contact with a variety of social agencies. Few had the skills, patience and persistence to acquire services that would offer opportunities for support and change. The majority of the agencies focused on a single problem. The schools frequently "wrote off" many of these children and had little contact with the families as they did not contact the schools. Few of the families had any relationship with local church groups for spiritual and physical support. Even registering for classes required a "road map" for where to go, who to see first, second, and third, and counseling regarding the appropriate courses, etc. Child care to enable many of the caretakers to participate in educational courses was non-existent or beyond the budgets of the participants. On - site facilities are seldom available. For those that wanted to make changes, the barriers were overwhelming without the support of a single point of contact that could facilitate the process and support the efforts. Many of the agency personnel recognized the needs of the families, but work loads, failures of many cleints, and lack of overall agency support of their efforts created a "nothing I can do about it attitude".

38. What feature(s) of the project worked best for the families?

The single point of contact with a holistic approach to services was the most effective aspect for both the families and the fathers. This program would have been far less effective had we not had caring instructors and the family liaison worker.

39. What major problems(s) did you encounter and how was it addressed?

Program Implementation In A Prison Setting:

This kind of programming had not been done in our prison or any other prison to our knowledge. Traditional attitudes in our institution towards treatment of residents and treatment programs had made tremendous changes in the past few years. The prison leadership was very supportive of educational programming and allowed the development of innovative approaches. The majority of the officers had become supportive and facilitative of treatment / educational programming over the past few years. Careful preparation, awareness of security precautions and policies, and regular communication with the security staff afforded generally smooth programming of the visits with the children. The attitudinal changes in many of residents aided in the acceptance of the programming in the prison setting.

The direct support of our Warden and Deputy Warden made a significant contribution to our program. Their leadership support facilitated the implementation of the program. It should be noted that financial support in addition to the funding of the majority of the coordinators time as in kind services was significantly augmented with the purchase of $5,000 of computer equipment during the programming year as well an additional $5,000 for two more computers during the forthcoming year. This kind of programming cannot be implemented in this type of setting without the support of top management. Their support "filters down" and is felt by all including the participants and in itself creates a more positive "attitude cyle".

Caretaker instruction and support:

As the program progressed, we became increasingly aware of the caretaker's need for family literacy instruction and support. We attempted to meet this need in an informal manner; however, in the second year of the grant, this aspect has been addressed. While the fathers are visiting with the children, the caretakers will have an opportunity to attend on site an instructional class and interact together.

Post release instruction:

All adult education programs attempt to address the educational needs of the participants; however, experience has shown that without additional support and services that a holistic approach provides, the problems become overwhelming and the subsequent dropping out becomes the norm. In the second year of the grant, programming will include an instructional class that with additional coordination and counseling time can aid the efforts of sustaining the holistic approach that was initiated in the prison setting.

40. **What do you consider the most important achievement(s) of the project?**

The program was implemented in our prison and support for a second year was established. An awareness within the prison setting of the need for holistic treatment is growing and being allowed to be implemented. Cooperation between treatment elements of the prison staff improved. With the opening of a new physical setting which will house a drug and alcohol unit this summer, the growing possibilities of holistic treatment for these individuals presents exciting new challenges for further holistic treatment modalities.

The awareness of many individuals in the community of the needs of high risk families and their children is growing. The many linkages and personal contacts continues to facilitate the awareness of these problems. Many changes need to occur in the structure of our agencies in order to more effectively support literacy and job training. This is a long term problem of national magnitude. We can only plant seeds and demonstrate with patience, caring, and modeling the structure and mode of change. Local awareness has started as the coordinator, instructors, and family liaison worker spoke with numerous business, educational, church, and social groups.

The judicial system has become increasingly aware of the needs for literacy education. Several meetings have occurred this year with the President Judge Freedburg and Judge McFadden. Their awareness and support is crucial to the implementation of change and increased programming.

41. **Do you consider your project a success?** YES **Why?**

Our project was successful in increasing:
    the literacy of the fathers,
    the self esteem of fathers,
    the awareness and practice of positive father roles modeling the support of the
        school, the teacher and the learning process
    the interaction of fathers with their children and
in beginning the healing of the bonds that had been fractured in the father's past as well as in their current relationships regarding their own needs and the needs of their children.

42.. **Please attach anecdotes or case studies that illustrate the achievements of your project participants.**

SELECTED CASE STUDIES: (These cases were selected to illustrate the wide range of families and the associated level of services for the individuals and the families.)

David C. (First Cycle)

David is a 23 year old white participant. He is a clean cut and neat appearing individual with a quiet demeanor. Initially, he seldom smiled or laughed and had little interaction with the other students in class. He is married and has two daughters aged four years and twenty months. His wife is a high school graduate.

His mother graduated from high school, but his father did not graduate. David has one brother who is also incarcerated in our institution. The brother did not participate in educational programming.

David has a juvenile record and is a drug and alcohol abuser. He enrolled in Basic Education classes in September 1992 as a school drop out in the tenth grade. He said he needed to "learn to read better". His reading scores were 6.4 on the TABE. He entered the first cycle of the parenting skills program. David had a tutor assigned to him at this point in time. He also registered for participation in drug and alcohol treatment programs. David's attendance in all programs was nearly perfect. His patience and persistence in sticking with his assignments was remarkable. Tutors found him diligent in any task they assigned. Initial reading gains after 50 hours of basic instruction were 1.2 years. David felt encouraged and expanded his educational goals. He was moved to the next level class and continued to work hard. In February, David's gains were sufficient that he was placed in our GED class. He was also assigned to a prison job. In March, David's pre test scores on the Official GED pre-test indicated that he should take the GED test. He passed the test with a score of 225. At the same time with the recommendation of the treatment department , David was granted permission by the judicial system to be moved to the work release center to seek full time employment. He is now employed and would eventually like to get his commercial driver's license.

David's wife, Paula, is now enrolled for the fall of 1993 at the Northampton Community College in the nursing program. Paula was very receptive and cooperative with the family literacy liaison worker. She has registered both girls in the library reading program and regularly "takes" time to read to them. David enjoyed making color, shape, letter discrimination and number games from simple materials. These materials were taken home and his wife used them on a regular basis. He regularly called his family from the classroom and would talk to both daughters. He was also wrote letters to each of the girls regularly. He usually wrote a simple picture word letter. David frequently showed us picture letters that his daughters had "written".

David wanted to make a change in his life and he had the support of his wife. He was a "hungry" and determined student in the basic classes as well as the parenting classes. He shared his materials and books with his wife. He demonstrated patience and encouragement with his daughters and enjoyed reading the literature to his girls. For us, he took advantage of the support, encouragement, and learnings offered to afford a change for himself and his family. We are most proud of David's accomplishments. He is one who entered in need of the tools for change, obtained his initial goal of a GED and of those earning their GED, he had the lowest initial entry scores. David will be followed on the Exodus program.

Joel R. (First Cycle)

Joel was a single twenty two year old of Hispanic origins and the father of a two year old son. The relationship with the child's mother had been broken, although she cooperated in the program.

His mother and father did not graduate from high school. He was raised in a single parent home with many relatives in the local area. Joel did not have any siblings in the prison, but knew many of the inmates as they had lived in the same neighborhood. He did not have a documented juvenile record and denied significant drug and or alcohol abuse.

Joel entered basic educational programing with a 7.2 level of reading after dropping out of a local high school in the eleventh grade. He participated fully in the parenting classes and felt he had learned a great deal about the importance of listening and responding to his child. His son enjoyed the reading and play activities involving using props while reading the story. Anthony appeared to be a bright and active two year old. The mother promised to read the books that were given to the child. At the end of the first cycle, he had made a 0.9 gain in reading.

He continued educational programming until his discharge ---- making average progress. Joel attempted to enroll in programming upon his discharge, but was unable to find classes that facilitated his varied working hours. His problem is typical of many residents as they leave prison. Programs have few counseling hours that can facilitate the working of the program for the student. We will continue to encourage him to obtain his GED. He was discharged January 28, 1993. At this point in time, he is working full time, paying child support and according to the child's mother, regularly sees his son. She feels that Anthony enjoys the time with his father which had been negligible before entering the program. She sees Joel as demonstrating more patience with his son and a willingness to have fun with him including reading to him.

Luis O. (First Cycle)

Luis was a 35 year old father of two children aged II and 13 years. He was incarcerated for drug and alcohol abuse with the associated charges. He was the only parent for his children, with the mother having been absent for some period of time. He had attempted to keep the family together. Luis was from Puerto Rico where he went to school for eight years. Neither of Luis's parents had graduated from high school and continued to live in Puerto Rico. Luis had one brother in the community and another brother in prison on similar drug charges. When Luis was committed to the prison, he gave his brother custody of his children. He demonstrated significant concern and anxiety about their welfare and that in addition to all their other problems with a mother who had abandoned them, they were now without a father. He pleaded to get into the program and find a better way.

Luis's skills in English were very limited, placing in the 2nd SPL on the BEST. He had a tutor and nearly perfect attendance in all classes. He regularly came to the room when ever the officer would allow him so that he could "work on the computer". Contact was immediately made with his brother. He welcomed any support that he could get with the children. He was a single man with no children of his own, but he said he promised his brother that he would help his kids. His children were the first to receive tutoring help and on a Saturday morning when the brother needed to do errands associated with the house. The children have improved their grades in school with the tutorial, "big brother-sister" help.

Luis was transferred to a state prison near the end of the first cycle. He made significant reading and oral language skill gains considering the turmoil and anxiety for his family. He gained one full level in the nine weeks. He took reading materials with him and reports that he has enrolled in classes there. Luis's children continue to be followed in the program and Luis will receive support help when he returns to NCP for discharge into the community.

Edwin A. (Second Cycle)

Edwin is a 34 year old Hispanic that dropped out of eigth grade. Neither of his parents graduated from high school. He did not have a juvenile record and was incarcerated for drug and alcohol abuse with associated charges. He has a work history associated with entry level laboring jobs with frequent layoffs.

Edwin entered the educational program with BEST test scores at the 6th level. He fully participated in a quiet sincere manner. He admitted that he does not recall being read to as a child and that he and his wife did not read to their children. They were concerned that their children needed some help with school and they were unable to help them due to their lack of education. Edwin read to his children for the first time during the first visit with his children. His children also read to him and demonstrated pride that Dad was in school too. Edwin improved his literacy skills one level and participated in drug and alcohol treatment before he was granted permission to move to the work release building to seek employment. He participated in a job readiness program and found laboring employment. He feels that he is once again contributing to his family's welfare with working and says that when employment allows, he will attend more educational classes. He was discharged April 5, 1993 and continues to be employed.

His common-law wife was supportive of Edwin's educational efforts and participation in the parenting program. She offered that she would like to have a tutor to help her learn English and eventually get her GED. The three children, Anna - 13, Edwin - 12, and Doris - 8 were aided by the same tutor that helped the mother. This support will be continued and hopefully this atmosphere will encourage Edwin to continue his educational efforts. The children's grades have improved and the mother has visited the school.

Nathaniel H. (Second Cycle)

Nathaniel is a 19 year old Black male that dropped out of high school at the tenth grade. He indicated that both his parents had graduated from high school, but did not live together. He had a juvenile record as well as a drug and alcohol abuse problem with associated charges. Nathaniel presented a "don't care" attitude which made it difficult for some of the staff to relate to him or feel that he was serious about making a change in his life. The relationship with his parents had been broken and the relationship with the child's mother was fragile, but still together. She reluctantly participated in the program, but did allow the 14 month old daughter to visit as well as two older pre-school step children. The liaison worker did visit with the mother and the two older children were enrolled in Head Start. Both admitted that they did not read to the children as they were too overwhelmed with other problems.

Nathaniel entered the program with a reading level of 7.2 on the TABE. He was given a tutor and eventually made significant progress in his educational efforts. Although Nathaniel demonstrated significant lack of trust in relationshiips with other staff, he quietly accepted guidance when approached with alternatives that he could choose. Nathaniel obtained his GED in April 1993. Nathaniel recognizes that he approaches his children with caution and an emotional flatness. He did demonstrate changes in this behavior as he was able to own his own feelings of anxiety and mistrust. He offered that he was hesitant to read to his children and play with them because he had been taught that this was not "manly". Nathaniel was discharged April 23, 1993 and is currently employed and supporting his children.

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Felix G. (Second Cycle)

Felix is a 36 year old Hispanic with a history of drug and alcohol abuse since a teenager and is incarcerated on the associated charges. Neither of his parents graduated from high school. This is his second marriage and the children of both marriages participated in the program. Felix was open and caring with his children and shared his concern that they not follow his behavior patterns. His two daughters and one son regularly participated in the program. There seemed to be a genuine concern for the children and the relationship with the first wife remained cordial and open to facilitate the relationship with the son.

Felix did not have a juvenile record, but dropped out of school in the eighth grade feeling that education was not for him and he needed to earn money. He states that there was no support or encouragement for him to stay in school, something which he hopes to do differently with his children. Felix wants to make a change in his life. He has had a job in the prison and is considered a "good" worker. Felix has fully participated in the educational programs as well as the drug and alcohol treatment programs. Upon entry into the educational programming, he scored 6.9 in reading on the TABE test. He was assigned a tutor and particularly worked on his writing skills. His positive commitment to change his life along with the support of his family, made it easy to work with Felix as he progressed through the programming from one educational goal to the next. He willingly participated in classes and frequently offered help to others in a genuine supportive manner, particularly after he had participated in the parenting classes. His relationship with his children continued to become more open and honest about his past and his hopes for his children. He regularly called them and wrote to them. He was particularly supportive of his younger daughter as she confronted sexual molestation. Felix shared his educational accomplishments with his children.

During the course of programming, Felix volunteered and was selected to be on a panel to discuss drug usage with groups of teenagers that frequently toured the prison on school tours. The press covered one of these events and Felix's picture was in the newspaper. Felix knew that as a teenager he was the father of a daughter that he saw and supported for nearly four years. She then "dropped" out of his life and he had not known her whereabouts for more than ten years. The daughter and her mother recognized Felix in the newspaper and the daughter wrote to her father. Many sessions explored his feelings and her potential feelings regarding him. He feared rejection as well as possible difficulties with her mother allowing her to see him in prison. After several weeks and many conferences, the visit took place in the treatment unit of the prison rather on a crowded regular visit. This daughter has now met her other step brothers and sisters.

Felix has been chosen to be in the new drug and alcohol treatment unit. He shows leadership in many areas as his confidence has grown. In June, he took the GED test and passed with a score of 251.

Antonio O. (Second cycle)

Antonio is a 32 year old Hispanic that completed nine years of education in Puerto Rico. His parents did not complete high school and his wife had also abandoned the family and was last known to be on drugs. Antonio was incarcerated for drug related charges and openly admitted to his own abuse and desire to change his life. He entered our program with adequate Enlish oral skills, but scored at the 0 level on the BEST test. Again his brother was taking care of his three sons aged 5, 11, and 13. Tony, the oldest son, is having learning difficulties in school. Tutoring support has been provided for this child. His children were demonstratively proud of their father's growing ability to read in English. He read to his children for the first time in this program. Antonio fully participated in the program and works hard to write letters to each of his children on a weekly basis. He also fully participates in the drug and alcohol programming. Antonio has continued in

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educational programming and at the close of the year with 150 instructional hours, he had progressed to the 4th level on the BEST. He particularly enjoys working with his tutor, a retired pediatrician and on the voiced computer programs. Antonio was discharged July 19, 1993 and has returned to his children. He is seeking employment and will be encouraged to attend classes in the community this fall.

Moises R. (Third Cycle)

Moises is a twenty one year old Hispanic that completed nine years of public schooling before dropping out of school. His father graduated from high school, but Moises lived with his mother and says that he "just got wrapped up with the wrong kids" and got involved with drug and alcohol use and abuse. He is incarcerated on those associated charges.

Moises entered our programming with a reading level of 7.4 on the TABE. He fully participated in all programming and enjoyed the activities. He actively participated in learning games involving shapes and colors. He also learned to allow Jordan to "guess" and make up the ending to a story. Jordan can already say his ABC's and writes his name. Both parents were encouraged to develope his creative imagination. Jordan also demonstrates excellent physical coordination and was the "shining" star in the sport activities for the younger children. Moises pride and appreciation for the efforts of their mother noticeably grew during the program. He seemed committed to becoming a more active parent and supportive of her efforts. Moises regularly shared the class reading material with the children's mother. He was also supportive and encouraging to others in the class.

The mother of Moises' six month old son also has a three year old son, Jordan. Both children participated in the program. Ellie is a very attractive high school graduate and hopes to return to work soon as a nurses aide. She was encouraged to continue her education and is now on the waiting list for LPN training. She regularly reads to the children, which Moises now admits he appreciates her caring and concern for the kids. She is very supportive of his educational efforts as well as his drug and alcohol treatment.

Ellie was one mother that suggested classes for the mother's of the children. She planted the seed for incorporating training for the "first teachers" in subsequent programming. Her willingness to share and appreciative attitude for the changes she had seen in Moises and the children encouraged us to develop the idea for the next grant year. She has offered to come in and share with the new mothers and encourage them to participate. We have accepted her offer and are pleased to witness her wanting to share what she has learned.

Carlos P. (Third Cycle)

Carlos is a 30 year old Hispanic that completed twelve years of schooling in Puerto Rico, but did not graduate. His parents graduated from high school. Carlos does not have a juvenile record. Carlos came to the mainland to find a "better life". Lacking skills in English, he was unable to work and subsequently became involved with drugs. Carlos has five children including a newborn and a foster son. The children range in age from the newborn to age 15. All the children participated in the program.

Carlos entered the program with a 5.9 reading level on the TABE. He made a 0.6 year gain in reading and math after 50 hours of instruction. Carlos was also enrolled in the work place literacy program, (a Private Industry Council funded program). He made significant progress with work related materials and demonstrated group leadership skills. He fully participated in the family literacy program and expressed concern for his pre teen and teenage children. He felt that they might also drop out of school because they were "not feeling very good about school". Carlos read to his children for the first time in this program. The children also read to him.

A tutor was obtained for Carlos O., the foster son. It was late in the school year and Carlos failed three subjects in the ninth grade. Carlos was taken by the liaison worker and enrolled in summer school. Private funds were found to pay for this program. He was also taken to the state police unit for information on his driving permit. When he completes the summer program, Carlos will be taken for his permit. Carlos O. is interested in a trade and enrollment in such a program in high school will be investigated for the next school year.

The Holy Infancy Church was contacted regarding their Hispanic Youth Organization. They also provide tutoring help for this youth organization. The three pre-teen children will be involved with this program.

His wife Joan has very limited skills in reading of English and asked for a tutor to help her with English. With the pregnancy and new baby born in May, she did not feel she could go to classes. A tutor was found and will begin this summer. In the meantime, she was encouraged to start reading the children's books to seven year old. She was able to handle the simpler books. She reported the next week that she did start reading and read for three straight days to the children. All seemed enthusiastic and the chldren willingly helped their mother with vocabulary that she did not know. The children were excited about being "teachers". Project Star, a Lehigh Universtiy Saturday program for at risk youth, was recommended for the eleven year Carlos Jr.

The father is due for discharge in July. He will be supported in finding employment and hopefully will be able to continue his studies this fall with a tutor and / or classes. The family appears to have a new attitude about learning.

Pete F. (Third Cycle)

Pete is a 22 year old Hispanic, again with parent that did not graduate from high school. He admits to his drug use and the associated charges that precipatated incarceration. Pete dropped out of school at the end of ninth grade. His entry level reading scores were 5.8 on the TABE and made a 0.8 year gain during the cycle. Pete was also enrolled in the work place literacy skills program and demonstated excellent application and leadership skills. He will be encouraged to seek skilled training in the PIC program upon his discharge. Pete also had prison employment and was considered an excellent maintenance worker.

Pete felt that he needed to make changes in his life including reunion with his one and three year old children. Pete fully participated in the family literacy program and was very supportive of the other fathers, even though he was distressed that his own children did not visit. He came to the visits hoping that they would come and positively entered into the activities with other fathers' children. He continued to maintain hope that when he got out of prison and could demonstrate his life changes, the mother of his children would allow his relationship with the children to continue.

Pete's relationship with his parental family is neglible and the current relationship was very fragile. The mother of the children were visited, but she was reluctant to participate in the program. She seemed overwhelmed with the problems of being alone. She was encouraged to enter a program that would enable her to continue her education and provide some child care; however, she found work which aided the financial stress of the family. The family liaison worker noted that the family had many books and toys in the home and Rita assurred her that she regularly read to the children. Pete continued to send pictures and short notes to the children. The trust level for all members of this family need to be rebuilt. Rita needs support and would be a candidate for a future support program. She is young and is struggling to "hold" it together, but is also very reluctant to participate in programs that might afford her support.

Leo G. (Fourth Cycle)

Leo is a 31 year old White single male with one child, Leo Jr. Leo's parents did not graduate from high school. Leo dropped out of school in the ninth grade. He is incarcerated for drug related charges and entered our program with a 3.5 reading level on the TABE. He made 1.6 year gain on the TABE during the cycle and particularly enjoyed the computer and reading of the children's stories. He says he did not know most of them as he was not read to as a child.

Nicole, age 17, the mother of Leo, Jr. was hospitalized for trying to commit suicide. Support was given to her and her mother. Counseling was obtained and Nicole was encouraged to enter educational programming. She and the baby were living with the her mother. Nicole enrolled in classes to get her GED at New Bethany ministries.

Leo has now been allowed to seek employment is on the work release program. He will be encouraged to continue his educational programming and seek vocational training.

Miguel A. (Fourth Cycle)

Miguel is a32 year old Hispanic that completed the GED in Spanish. He entered the program with a 7.0 reading level on the TABE. He gained 1.5 years in reading during the cycle. Miguel told us that his wife had AIDS and was very ill and that he had been tested with positive HIV. He had been a drug user for several years and got involved with dealing in order to deal with the financial problems.

His daughter, Thamar, was still living with her mother, with friends and his mother from Puerto Rico sporadically helping the family. The AIDS agency was also involved. Miguel was anxious to change his life style for his daughter. The mother fully participated in the program and willingly encouraged participation. At the time of the second visit, she was visited on the previous day and appeared in "good" health. The subsequent day, she entered the hospital and did not return home. She died within several days. The hospital staff and pastoral care unit was fully cooperative with visits for the daughter which were facilitated by volunteers in our program. The volunteers also provided transportation for the daughter to visit her father. Special visits outside the family literacy program were created with the permission of the treatment department so that Miguel could be with his daughter after her mother died. At the end of the program, Miguel's mother returned to Puerto Rico with the child.

Without this program, this child would not have had the physical support of her father during this difficult period. The joy and sorrow shared by this father and daughter was incredible. The other fathers also demonstrated empathy and support for Miguel.

Miguel expects to be discharged in about two weeks. He anticipates continuing his learning of English and volunteering at the AIDS center.

Isiah W. (Fourth Cycle)

Isiah is a 44 year old Black father of one daughter aged five. Isiah was unable to read when he entered the program. During his initial interview he demonstrated hostile and defensive behavior. He wanted to be involved with the family literacy program but did not want to enter basic reading program because he had been told that he couldn't read --- "so it's useless". Isiah admitted that he was ashamed that he could not read and was reluctant to have others know of "stupidness". His attitude with officers presented institutional problems which needed negotiated understanding. Isiah was admitted to the family literacy program on the promise that he would meet with me, the reading specialist, on a daily basis and make an effort to improve his literacy skills. He was faithful in living into his promise and after a few daily hour long sessions discovered the voiced computer. Between the one-on-one whole word approach with language experience work and the computer, Isiah found his way into the education resource room for morning and afternoon sessions. His reluctant hostile behavior changed dramatically once he recognized that he was reading and could put his thoughts into words. He became a true proponent of "don't ever give up" and readily encouraged others to take advantage of the help that was available.

Isiah's wife knew that he could not read and Isiah shared with his daughter his growing ability in learning to read. He read to her for the first time during the visits. His wife was enthusiastic about his change of attitude and behavior and frequently called to express her appreciation. She also expressed a desire for support services and "first teacher" training. She started reading to Elisha on a daily basis and asked for and was given the reading materials that the men were using.

Isiah continues to make significant progress in reading. He performed at SPL 7 on the BEST test at the end of the cycle.

SUMMARY PROFILE

The average age of the participants was 27.5 years with a range fro 18 to 48 years.

The average years of education was 9.4 years with a range from 5 to 12 years.

The average entry reading level was 5.1 with a range fro 0 to 8.5 years.

The average exit reading level was 6.7 with a range from 0.5 to 12 years.

The average gain was 1.6 with a range from 0.5 to 3.5 years.

Forty seven of the 49 fathers were school dropouts. Two fathers were graduates in Spanish.

These fathers had demonstrated negative behavior and attitudes for many years. 15 of the 49 fathers had juvenile records.

Most of the men had grown up in broken family relationships and many were not currently in stable relationships. Actually only 14 or 28 % were married or in common law relationships.

More than 80% of the men's fathers had not graduated from high school and 75% of their mothers had not graduated from high school.

Only one of the men recalled being read to as a child.

More than 80 % of these men admitted to drug and alcohol abuse.

The racial background of the fathers:

White:	7	14 %
Black:	11	22 %
Hispanic:	31	63 %